



Skill India
कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N.S.D.C.
National Skill Development Corporation

Transforming the skill landscape



Facilitator Guide



Sector
Management, Entrepreneurship
and Professional Skills

Sub-Sector
Office Management

Occupation
Office Assistant

Reference ID: MEP/Q0202, Version 3.0
NSQF level: 3

Office Assistant



Scan/Click this QR Code
to access eBook





Shri Narendra Modi
Prime Minister of India

“ Skilling is building a better India.
If we have to move India towards
development then Skill Development
should be our mission. ”



Acknowledgements

Management & Entrepreneurship and Professional Skills Council (MEPSC) would like to express its gratitude to all the individuals and institutions who contributed in different ways towards the preparation of this “Facilitator Guide”. Without their contribution it could not have been completed. Special thanks are extended to those who collaborated in the preparation of its different modules. Sincere appreciation is also extended to all who provided peer review for these modules.

The preparation of this facilitator guide would not have been possible without the Management and Entrepreneurship Industry’s support. Industry feedback has been extremely encouraging from inception to conclusion and it is with their input that we have tried to bridge the skill gaps existing today in the industry.

This facilitator guide is dedicated to the aspiring youth who desire to achieve special skills which will be a lifelong asset for their future endeavours.

About this Guide

This Facilitator Guide is designed for providing skill training and /or upgrading the knowledge level of the Participants to take up the job of an “Office Assistant” in the Management and Entrepreneurship Sector.

This Facilitator Guide is designed based on the Qualification Pack (QP) under the National Skill Qualification framework (NSQF) and it comprises of the following National Occupational Standards (NOS)/topics and additional topics.

1. MEP/N0202: Application of computers
2. MEP/N0203: Operate various office equipment
3. MEP/N0204: Managing routine office activities
4. MEP/N0207: Maintain a healthy, safe and secure working environment
5. DGT/VSQ/N0102: Employability Skills

Symbols Used



Ask



Explain



Elaborate



Notes



Objectives



Do



Demonstrate



Activity



Team Activity



Facilitation Notes



Practical



Say



Resources



Example



Summary



Role Play



Learning Outcomes



Exercise

Table of Contents

S. No	Modules and Units	Page No
1.	Introduction to Skill India Mission and the Job Role Office Assistant	1
	Unit 1.1 - Introduction to the Job Role	3
	Unit 1.2 - Role of the Skill India Mission	7
	Unit 1.3 - The Scope of the Sector and the Sub-Sector	9
	Unit 1.4 - Organizational Structures, Hierarchy and Reporting Relationships	11
2.	Application of Computers (MEP/N0202)	15
	Unit 2.1 - Parts of a Computer and Storage Devices	17
	Unit 2.2 - Microsoft Windows and the Internet	19
	Unit 2.3 - Microsoft Office	21
	Unit 2.4 - Computer Ergonomics and Safety	24
3.	Open Various Office Equipment (MEP/N0203)	29
	Unit 3.1 - Types of Office Equipment	31
	Unit 3.2 - Working with Printers, Scanners and LCD Projectors	33
	Unit 3.3 - Working with Audio and Video Applications	35
	Unit 3.4 - Material and Energy Conservation Practices	37
4.	Manage Routine Office Activities (MEP/N0204)	43
	Unit 4.1 - Managing Phone Calls	45
	Unit 4.2 - Maintenance Records and Documentation	48
	Unit 4.3 - Organizing Meetings	50
	Unit 4.4 - Gender Sensitization and Inclusivity	52
5.	Maintain a Health, Safe and Secure Working Environment (MEP/N0207)	57
	Unit 5.1 - Maintain a Healthy and Hygienic Environment	59
	Unit 5.2 - Following Safety Practices at the Workplace	61
	Unit 5.3 - Dealing with Emergency Situations	64
	Unit 5.4 - Using Fire Extinguishers	67



S. No	Modules and Units	Page No
6.	Employability Skills (DGT/VSQ/N0102)	71
7.	Annexures	73
	Annexure I: Training Delivery Plan	
	Annexure II: Assessment Criteria	
	Annexure III: List of QR Codes Used in PHB	





Skill India
कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N · S · D · C
National
Skill Development
Corporation

Transforming the skill landscape



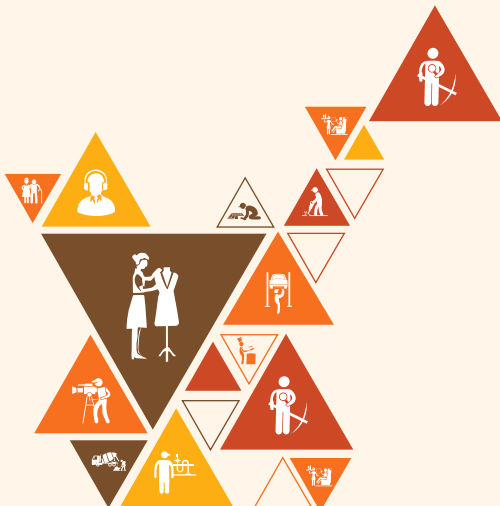
1. Introduction to Skill India Mission and the Job Role Office Assistant

Unit 1.1 - Introduction to the Job Role

Unit 1.2 - Role of the Skill India Mission

Unit 1.3 - The Scope of the Sector and the Sub-Sector

Unit 1.4 - Organizational Structures, Hierarchy and Reporting Relationships



Key Learning Outcomes



By the end of this module, the participants will be able to:

1. Explain the role of Skill India Mission
2. Discuss the scope of the sector and the sub-sector
3. Discuss Employment opportunities in various settings and scope of work therein
4. List the responsibilities of Office Assistant
5. Explain the need for Office Assistant in establishments
6. Discuss organizational structure, hierarchy and reporting relationships

Unit 1.1: Introduction to the Job Role

Unit Objectives

By the end of this unit, the participants will be able to:

1. Enlist the roles and responsibilities of the Office Assistant

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, computer, marker and duster, overhead projector, equipment and tools.

Note

This is the first session of the program.

Introduce yourself, the program and its purpose in detail. Welcome the participants cordially to the session. Explain that you are going to put them at ease by playing a game. This game is meant to break the ice between everyone and get the participants interested in the class.

Say

Good morning, participants and a very warm welcome to this training program, called “Office Assistant”. Here, we shall learn about the job responsibilities of an Office Assistant. We shall also discuss the organisational structure of a training and development organisation.

Do

- Start by welcoming all the participants to the training program and conveying a message of encouragement.
- Thank all the participants for joining and being a part of this training program
- Introduce yourself briefly to participants, your name and background, and your role in the training program,
- Explain the rules of the game you are going to play as an “Ice Breaker”.

Note

- Please ensure that while introducing yourself, you share at least one piece of personal information, such as your hobbies, likes, dislikes etc., with the participants. This will facilitate participation and exchange in many ways.
- Take a keen interest in understanding the needs and aspirations of the participants before actually conducting the training.

Ask

Ask the participants the following questions:

- MEPSC leads skill development initiatives in which key segments?

Write down the participants' answers on a whiteboard/flip chart. Draw appropriate cues from the answers and start teaching the lesson.

Say

Before we start the training, let us spend some time introducing and knowing each other. We shall play a game.

Each of us will tell the class his or her name, hometown, hobbies and special quality about himself/herself, starting with the 1st letter of his/her name. I will start with mine.

Activity

Ice Breaker

1. **Objective:** To understand the qualities that is required to be in an Office Assistant. The activity would focus on breaking the ice between the participants, so that they can come up confidently in putting forward their opinions.
2. **Type of Activity:** Group Activity
3. **Resources to be used:** Participant handbook, pen, notebook, etc.
4. **Duration required to conduct the activity:** 60 mins
5. **Steps involved:**
 - Arrange the class in a semi-circle/circle.
 - Say your name aloud and start playing the game with your name.
 - Say, "Now, each of one you shall continue with the game with your names, till the last person in the circle/ semi-circle participates".
 - Listen to and watch the participants while they play the game.
 - Ask questions and clarify if you are unable to understand or hear the participants.
6. **Observations and Outcomes:** The activity has focused on breaking the ice between the participants, so that they can come up confidently in putting forward their opinions.

Say

Did you all enjoy this activity? I hope you all had a good time during this icebreaker session. Now we are all well acquainted with each other. This will help us go ahead with our training session.

Note

In this unit, we will discuss about the duties of a “Office Assistant”, their scope of work and their required qualities.

Say

Good morning and welcome back to this training program, “Office Assistant”. This session of the program will help the participants develop an overview of the Job Role and Organisational Structure of an Office Assistant.

Ask

In this session, ask the participants the following questions:

- What is the job role of an Office Assistant?
- What are the Duties and Responsibilities of an Office Assistant?
- What are the Skill Criteria of an Office Assistant?
- Do you know the Organisational Structure of an Office Assistant?

Write down the participants’ answers on a whiteboard/flip chart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Office Assistants lead, enact, and develop employee training programs within a range of companies. They might task directly for a corporation or as a portion of a training or consulting organisation that operates on-site staff.
- Duties and Responsibilities of an Office Assistant.
- Skill Criteria of an Office Assistant.
- Organisational structure and Specific vital skills.

Say

Let us now participate in an interesting activity for understanding the session well.

Activity

Identifying the roles and responsibilities of an Office Assistant

1. **Objective of the Activity:** To identify the roles and responsibilities of an Office Assistant
2. **Time required:** 30 mins
3. **Materials (if required):** Participant handbook, notebook, pen, whiteboard, marker, etc.
4. **Steps required:**
 - Arrange the class in a semi-circle
 - Start calling out the responsibilities (easy ones) of an Office Assistant
 - One by one, observe which participant moves forward when the right roles are being called out
 - Also, notice the ones who take a step forward when the wrong role is called out
 - Clarify doubts that any participant may have
5. **Conclusion:** This activity helps in understanding the roles and responsibilities played by an Office Assistant

Say

Did you find the activity interesting? I hope you all enjoyed the session thoroughly.

Do

- Conduct a doubt clarification session if needed.
- Jot down the crucial points on the whiteboard
- Share your inputs and insight with the students
- Ensure that all students participate in the practice activity session

Notes for Facilitation

- Ask the participants if they have any questions
- Encourage peer learning in the class
- Answer all the doubts, if any, to the participants

Unit 1.2: Role of the Skill India Mission

Unit Objectives

By the end of this unit, the participants will be able to:

1. Illustrate the role of the Skill India Mission

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, computer, marker and duster, overhead projector, equipment and tools.

Note

In this session, we shall discuss the Purpose and Functions of Skill India Mission. Various skill development mission and their Importance is crucial for success. Skill India Mission play a significant role in some latent functions. Workplace inspection is an important aspect to prevent happenings, injuries, or illnesses to the people who work or visit any kind of establishment

Say

Good morning and welcome back to this training program, "Office Assistant". Today we shall learn about the Skill India Mission.

Ask

In this session, ask the participants the following questions:

- Do they hear about any skill development initiatives taken by the government?
- Are they aware of Skill India Mission?

Write down the participants' answers on a whiteboard/flip chart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Discuss about the Skill India Mission
- Explain the role of Skill India Mission involves
- Importance of the Skill India Mission

Say

Let us now participate in an activity for understanding the role of the Skill India Mission.

Activity

Video Activity

1. **Objective:** To understand the role of the Skill India Mission.
2. **Type of Activity:** Demonstration
3. **Resources to be used:** Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer
4. **Duration required to conduct the activity:** 45 minutes
5. **Steps involved:**
 - This session will have a video activity.
 - You will play a video.
 - The video will give a brief idea about the role of the Skill India Mission.
 - The YouTube link for the video is: <https://www.youtube.com/watch?v=FYnu6N1TJxl>
 - They can note down pointers from the video that they may find relevant.
 - In case of any queries or confusions, participants will write those down in their notebooks.
 - After the videos end, the participants can ask questions of you.
 - The participants will raise their hands, and you will pick up the participants who will place their questions.
 - The answering session will be in the form of a discussion where either you or any of the participants knowing the answer can give the answers.
6. **Observations and Outcomes:** This activity helps in understanding the role of the Skill India Mission.

Do

- Ensure a friendly atmosphere during the video discussion
- Guide the students in identifying key points

Notes for Facilitation

- Encourage peer learning in the class
- Answer all the doubts, if any, to the participants

Unit 1.3: The Scope of the Sector and the Sub-Sector

Unit Objectives

By the end of this unit, the participants will be able to:

1. Explain the employment opportunities in various settings and scope of work

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, computer, marker and duster, overhead projector, equipment and tools.

Note

In this unit we will discuss about the scope of work in the Management, Entrepreneurship & Professional Skills' sector and sub-sector.

The work of polishing skills of youths is a multi-dimensional process as various expertise are required to create a complete worker who is treasured by the organisation and is an asset to the country.

Say

Good morning and welcome back to this training program, "Office Assistant". Today we shall learn about the various the scope of work in the Management, Entrepreneurship & Professional Skills' sector and sub-sector.

Ask

Ask the participants the following questions:

- What are the various sectors and sub-sectors in the Management, Entrepreneurship & Professional Skills?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- The Employment Opportunities in Various Settings and Scope of Work
- Responsibilities of an Office Assistant
- Requirement of Office Assistant

Say

Let us participate in a group activity to explore the unit a little more.

Activity

Chart paper activity

1. **Objective:** To understand the scope of work in the sub-sectors of management and the scope of work in the sub-sectors of the entrepreneurship sector.
2. **Type of Activity:** Group Activity
3. **Resources to be used:** Paper, Pen, Notebook, Chart paper, Sketch pens. Participant Handbook, etc.
4. **Duration required to conduct the activity:** 30 mins
5. **Steps involved:**
 - Divide the participants into 2 groups
 - The first group will make a list of the scope of work in the Sub-sectors of the Management.
 - The other group will make a list of the scope of work in Sub-sectors of the Entrepreneurship Sector.
 - Each group will get a chart paper where they will write their answers.
 - The students can use both texts as well as hand-drawn diagrams to represent their answers
 - After the groups complete their work, collect all the charts and evaluate them
6. **Observations and Outcomes:** This activity helps in understanding the scope of work in sub-sectors of management and the scope of work in sub-sectors of the entrepreneurship sector.

Do

- Jot down the crucial points on the whiteboard
- Share your inputs and insight with the students
- Ensure that all students participate in the practice activity session

Notes for Facilitation

- Ask the participants if they have any questions
- Encourage other participants to answer problems and boost peer learning in the class
- Answer all the doubts, if any, to the participants

Unit 1.4: Organizational Structures, Hierarchy and Reporting Relationships

Unit Objectives

By the end of this unit, the participants will be able to:

1. Describe the need of an Office Assistant in establishments

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, computer, marker and duster, overhead projector, equipment and tools.

Note

In this unit we will discuss about Organisational Structures and Various Functions of an Office Assistant.

A strong organisational structure lies behind the success of any business. The purpose behind creating a structure is to allocate duties and responsibilities to workers so that the delegated work can be performed with some accountability. An office is a business enterprise that offers services to clients for profits. Hence their organisational structure is similar to any other business that produces goods or services.

Say

Good morning and welcome back to this training program, “Office Assistant”. Today we shall learn about Organisational Structures Hierarchy and Reporting Relationships of an Office Assistant.

Ask

Ask the participants the following questions:

- Who can Define Organisational Structures?
- What is structure or hierarchy and why it is important?
- Can anyone mention a few important Key Elements of an organizational structure and hierarchy?

Write down the participants’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- The need for Office Assistant in establishments
- A strong organizational structure lies behind the success of any business.
- Explain the career progress and development of an Office Assistant

Say

Let us now participate in an interesting activity for understanding the Organisation structure of the office we are in.

Activity

Determine the organizational structure

1. **Objective of the Activity:** To identify the organizational structure
2. **Materials (if required):** Pen, paper, etc.
3. **Time required:** 2 hours
4. **Steps require:**
 - List different projects the organisation is running
 - Tell the participants about the project heads and whom they report.
 - Also, learn about their downlines Help them formulate the reporting structure and make a hierarchy diagram of the organisation
5. **Conclusion:** The activity helps in determining the organizational structure

Say

Did you like the activity? The purpose was to get to know about the organizational structure of the office we are in.

Do

- Jot down the crucial points on the whiteboard
- Share your inputs and insight with the students
- Ensure that all students participate in the practice activity session

Notes for Facilitation

- Ask the participants if they have any questions
- Encourage peer learning in the class
- Answer all the doubts, if any, to the participants

Answers to the Exercise Questions

A. Answer the following questions by choosing the correct option:

1. (a) basic
2. (c) Manage records and files
3. (b) 2015
4. (a) National Apprenticeship Promotion Scheme
5. (c) International Labour Organization

B. Answer the following questions briefly.

1. The few requirements to be an Office Assistant are as follows:
 - High school diploma or associate's degree
 - Experience as an office assistant or in a related field
 - Ability to write clearly and help with word processing when necessary
 - Warm personality with strong communication skills
 - Ability to work well under limited supervision
 - Great communication skills
 - Have a valid driver's license
2. Some employers give preference to those with at least a high school diploma or GED, while others require an associate or bachelor's degree. Some community or technical colleges offer diploma programs that prepare students to specialize in office administration, including courses in computer literacy, actuarial sciences, office administration, operations management bookkeeping, accounting and project management.
3. Few of the general office clerk duties are as follows:
 - Handling incoming calls and other communications
 - Managing filing system
 - Recording information as needed
 - Greeting clients and visitors as needed
 - Updating paperwork, maintaining documents, and word processing
 - Helping organize and maintain office common areas
 - Performing general office clerk duties and errands
 - Organizing travel by booking accommodation and reservation needs as required
 - Coordinating events as necessary
 - Maintaining supply inventory
 - Maintaining office equipment as needed
 - Aiding with client reception as needed
 - Experience as a virtual assistant
 - Creating, maintaining, and entering information into databases

4. The role of Skill India Mission involves:
 - Closing the gap between skill required by the industry and skills people possess for employment generation
 - Reducing poverty in the country
 - Increasing the competitiveness of Indian businesses
 - Ensuring that skill training imparted is relevant and of quality
 - Preparing Indians to take on the world manpower/resources market
 - Diversifying the existing skill development programs to meet today's challenges.
 - Building actual competencies rather than giving people mere qualifications.
 - Offering opportunities for lifelong learning for developing skills.
 - Augmenting better and active engagement of social partners and building a strong public-private partnership in skill development.
 - Mobilizing adequate investments for financing skills development sustainable.
5. Few responsibilities of an Office Assistant are as follows:
 - Manage records and files
 - Update paperwork and databases
 - Create documents, including correspondence and reports
 - Book appointments
 - Handle travel-related bookings
 - Maintain supplies and order more when inventory is low
 - Process mail
 - Maintain office equipment
 - Greet visitors
 - Conduct research



Skill India
कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N · S · D · C
National
Skill Development
Corporation

Transforming the skill landscape



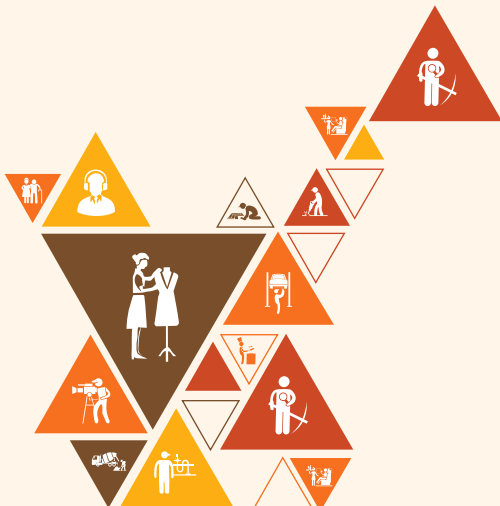
2. Application of Computers

Unit 2.1 - Parts of a Computer and Storage Devices

Unit 2.2 - Microsoft Windows and the Internet

Unit 2.3 - Microsoft Office

Unit 2.4 - Computer Ergonomics and Safety



MEP/N0202

Key Learning Outcomes



By the end of this module, the participants will be able to:

1. Identify and describe various parts of computers
2. List different types of storage devices
3. Explain different functions and features of the various software and multimedia applications
4. Describe the use of Internet to search for information and communication
5. Elaborate professional email etiquette and its various elements while communicating officially
6. Discuss cyber security guidelines to be followed while storing, retrieving or communicating information online
7. Explain the dos and don'ts while using computers at workplace
8. Discuss minor problems while using computers
9. Describe steps to be followed for minor trouble shooting
10. Discuss the importance of data security and confidentiality
11. Explain electrical safety precautions to be taken while using computers

Unit 2.1: Parts of a Computer and Storage Devices

Unit Objectives

By the end of this unit, the participants will be able to:

1. Identify the computer software, hardware and multimedia applications
2. Explain the computer storage devices
3. Understand the basic computer troubleshooting

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, duster, Computer/laptop, Internet connection, overhead projector, laser pointer, equipment and tools.

Note

- In this unit we will discuss about the various parts of computer, storage devices and multimedia applications.
- Take an active interest in the needs and aspirations of the participants before beginning

Say

Good morning, participants and a warm welcome to this training program called “Office Assistant.”

Do

- Start by greeting all the participants to the training program and conveying a message of encouragement.
- Thank all the participants for joining and being a part of this training program

Ask

Ask the participants the following questions:

- What are the functions of a computer?
- What are the parts of a computer?

Write down the participants’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Identify the computer software, hardware and multimedia applications
- Explain the various parts of computer
- Describe the various multimedia applications
- Explain the computer storage devices
- Understand the basic computer troubleshooting

Say

Today, we will learn about the main components of a computer. We will now see a short video.

Activity

Parts of a computer

1. **Objective of the Activity:** To gain the knowledge regarding the parts of a computer
2. **Type of Activity:** Video Activity
3. **Resources to be used:** Pen, notebook, projector, computer/laptop, etc.
4. **Duration required to conduct the activity:** 2 hours
5. **Steps require:**
 - Make a PowerPoint presentation on the components of a computer
 - Make the participants watch and ask them to take notes
 - Clarify any doubts that may arise
6. **Conclusion:** The activity helps in gaining the knowledge regarding the parts of a computer

Say

Did you like the activity? It was to teach you the different parts of a computer

Do

- Share your inputs and insight with the students
- Guide the participants throughout the activity
- Ensure that all participants participate in the activity

Notes for Facilitation

- Answer all the queries/ doubts raised by the participants in class
- Encourage other participants to answer problems

Unit 2.2: Microsoft Windows and the Internet

Unit Objectives

By the end of this unit, the participants will be able to:

1. Describe the world of internet
2. Illustrate email etiquettes
3. Express the concept of cyber security, data security and confidentiality

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, duster, Computer/laptop, Internet connection, overhead projector, laser pointer, equipment and tools.

Note

- Please make sure that while bringing up the concerned topic, you share at least one personal information such as your hobbies
- Take an active interest in the needs and aspirations of the participants before beginning.

Say

Good morning, participants and a warm welcome back to this training program called “Office Assistant.” Today we shall learn about Microsoft windows and Internet.

Ask

Ask the participants the following questions:

- State the introduction to Microsoft Windows.
- Are they having any idea about Internet?
- What stands to be the function of an email?
- What are the email etiquettes?

Write down the participants’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Introduction to Microsoft Windows
- Explain about the Internet

- Illustrate email etiquettes
- Describe the concept of cyber security, data security and confidentiality

Say



In this activity, participants shall have a video session to understand the concept of cyber security.

Activity



Video Activity

1. **Objective:** To understand the importance of knowing about Cyber Security.
2. **Type of Activity:** Demonstration
3. **Resources to be used:** Participant handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer
4. **Duration required to conduct the activity:** 45 minutes
5. **Steps involved:**
 - This session will have a video activity.
 - You will play a video.
 - The video will give a brief idea about the Cyber Security.
 - The YouTube link for the video is: <https://www.youtube.com/watch?v=inWWhr5tnEA>
 - They can note down pointers from the video that they may find relevant.
 - In case of any queries or confusions, participants will write those down in their notebooks.
 - After the videos end, the participants can ask questions of you.
 - The participants will raise their hands, and you will pick up the participants who will place their questions.
 - The answering session will be in the form of a discussion where either you or any of the participants knowing the answer can give the answers.
6. **Observations and Outcomes:** This activity helps in understanding the concept of cyber security.

Do



- Ensure a friendly atmosphere during the video discussion
- Guide the students in identifying key points

Notes for Facilitation



- Encourage peer learning in the class
- Answer all the doubts, if any, to the participants

Unit 2.3: Microsoft Office

Unit Objectives

By the end of this unit, the participants will be able to:

1. Demonstrate MS Word
2. Explain MS Excel
3. Discuss MS Power Point

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, duster, Computer/laptop, Internet connection, overhead projector, laser pointer, equipment and tools.

Note

In this unit, we discuss about MS Word, MS Excel and MS Power Point.

Say

Good morning and welcome back to this training program, “Office Assistant”. Today we shall learn an important unit regarding the application software of MS Office such as MS Word, MS Excel and MS Power Point.

Ask

Ask the participants the following questions:

- State the introduction to Microsoft Windows.
- What are the ways to operate the application software of MS Office such as MS Word, MS Excel and MS Power Point?

Write down the participants’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Explain about Microsoft Office
- Detailed discussion about MS Word, MS Excel and MS Power Point

Say

In this activity, participants shall have a practice session to understand the operations of MS Word and MS Excel.

Activity

Practical activity – Preparing and saving word files and excel file in different folders

1. Objective of the Activity: To understand:

- the ways to prepare a word document and the procedure of preparing and saving a word document
- the procedure of preparing an excel report in the excel worksheet and the ways to create a file in excel as well as saving the file in a new folder on their desktop

2. Materials required: Participant Handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, various protective equipment etc.

3. Time required: 2 hours

4. Steps required:

- This activity will be based on group performance.
- In this activity, you will randomly pick up participants and separate them into two groups. Allot the participants 10 minutes to prepare the topic that you will give them.
- The first group will prepare a word document and they will demonstrate how to prepare and save a word document.
- The second group will prepare a progress report in the excel worksheet and they will demonstrate how to create a file in excel and later they will also save the file in a new folder on their desktop.
- After the time is up, you will call out any participant and ask him or her to speak on the topic for 5 minutes.
- The participant with the simple explanation but rich in content will be appreciated with accolades.

5. Conclusion: This activity assists in understanding:

- the ways to prepare a word document and the procedure of preparing and saving a word document
- the procedure of preparing an excel report in the excel worksheet and the ways to create a file in excel as well as saving the file in a new folder on their desktop

Say

Did you like the activity? It was to help you determine the various application software like MS Word, MS Excel used in organizations.

Do

- Guide the participants throughout the activity
- Ensure that all participants participate in the activity.

Notes for Facilitation

- Answer all the queries/ doubts raised by the participants in class
- Encourage other participants to answer problems

Unit 2.4: Computer Ergonomics and Safety

Unit Objectives

By the end of this unit, the participants will be able to:

1. Analyse the electrical safety while using computers
2. Illustrate the dos and don'ts while using computers at workplace

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, duster, Computer/laptop, Internet connection, overhead projector, laser pointer, equipment and tools.

Note

In this unit, we discuss about computer ergonomics and safety.

Say

Good morning and welcome back to this training program, "Office Assistant". Today we shall learn an important unit regarding computer ergonomics and safety.

Ask

Ask the participants the following questions:

- What are the ergonomic tips for computer users

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Ergonomic tips for computer users
- Analyse the electrical safety while using computers
- Safety precautions to be followed during the use of a computer
- Describe the dos and don'ts while using computers at workplace

Say

Good morning and welcome back to the program “Office Assistant.” Today, we will discuss the tips for computer use. We will now play a game.

Activity

Extempore

1. **Objective of the Activity:** To understand the concept of ergonomics and safety while using computers as well as the ways to prepare an extempore on the ergonomics.
2. **Materials required:** Participant Handbook, Whiteboard, Notebook, Writing Pad, Pen, Pencil, Marker, etc.
3. **Time required:** 1 hour
4. **Steps required:**
 - This activity will be based on individual performance.
 - In this activity, you will give two topics to the participants.
 - The first topic in this session will be dos and don'ts while using computers at workplace.
 - The second topic on which the participants will prepare their extempore will be on electrical safety while using computers
 - You will randomly pick up participants and separate them into two groups.
 - Ensure that the participants are equal in number.
 - Allot the participants 2 minutes to prepare the topic that you will give them.
 - After the time is up, you will call out any participant and ask him or her to speak on the topic for 5 minutes.
 - The participant with the simple explanation but rich in content will be appreciated with accolades.
5. **Conclusion:** This activity assists in understanding the concept of ergonomics and safety while using computers.

Say

Did you enjoy the game? This was help you to understand the concept of ergonomics and safety while using computers.

Do

- Ensure that all the participants participate in the extempore
- Ensure a friendly atmosphere during the extempore
- Guide the students in identifying key points

Notes for Facilitation



- Encourage peer learning
- Answer all the doubts raised by the participants in the class
- Discuss the proper combination technique in the extempore

Answers to the Exercise Questions

A. Answer the following questions by choosing the correct option:

1. (b) Basic Input/ Output System
2. (a) heat sink
3. (d) Anti- malware
4. (c) Troubleshooting
5. (b) 1990s

B. Answer the following questions briefly.

1. Dos:

- Try to keep your laptop/desktop in good physical condition
- Try working on a desk/table so that you don't damage any of the parts
- Make sure you shut down/put your laptop to sleep when you're done with work
- Safeguard your laptop by putting a password/lock on it so that nobody else can access it except you

Don'ts

- Don't try to eat or drink around your laptop so that you don't accidentally spill anything on it
- Don't log in with your private email account/Gmail/Facebook or any other social media accounts
- Don't download movies/videos/pirated content as it may contain a virus
- Don't utilize browsers/websites that aren't trustworthy

2. The components of the PowerPoint application window are as follows:

- **Backstage view:** Click on File option which displays a menu of options including Open, Save, Print, Publish, share, export, account, options, Close, etc.
- **Quick Access toolbar:** A toolbar that provides one-click access to the most used commands in a presentation.
- **Ribbon:** Organizes various commands on tabs and helps to group them according to different topics for performing presentation tasks that are related to each other.
- **Microsoft Office Status Bar:** A status bar that provides basic slide information and quick access to viewing options.

3. The ways by which a Computer Processor works are as follows:

- Double clicking on an icon in order to run a program, transfers the program that is stored within the hard disk drive to the RAM Memory.
- The CPU loads the program data from the RAM memory by utilizes a circuit called memory controller.
- Once the program data has been having been loaded into the CPU it will then get processed.
- The further actions are totally dependent on the specific instructions that are inside the program, because a program is basically a series of instructions given to the CPU.
- It could be that the data which is processed may have instructions inside the program that inform the CPU to display specific information on the screen such as opening up a game or a word processor.

4. The ways by which a BIOS works are as follows:

- The first action of the BIOS is the moment you start your computer system, here it serves to identify all the system devices, making sure that all of them are in working order.
- Because the BIOS are on the ROM power failure do not affect it and it also enables computer to boot itself.
- Essentially the BIOS boots up the PC such as starting up the computer system every time it is put on by the user.
- BIOS communicate through a process known as "POST".
- POST can be described as a test that runs as soon as the user starts his/her Computer System.

5. The functions of an anti-malware software stands to be:

- They can function in two ways: running continuously in the background to catch malware infections right when they happen or scanning your computer regularly for malware and eliminating any that it finds.
- Current, updated anti-malware programs are one of the main components of solid and healthy computer.
- You should regularly update your anti-malware software in order to be able to catch the latest malware.



Skill India
कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N · S · D · C
National
Skill Development
Corporation

Transforming the skill landscape



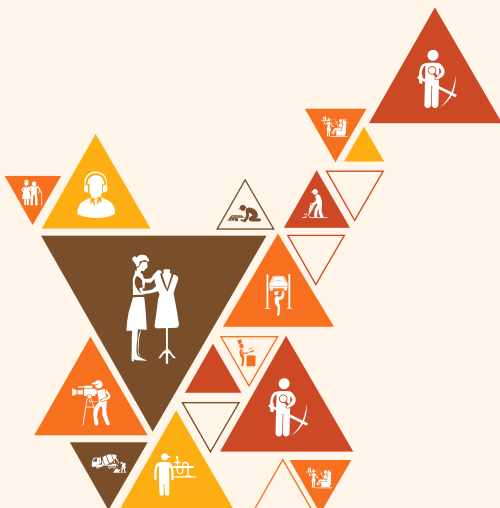
3. Open Various Office Equipment

Unit 3.1 - Types of Office Equipment

Unit 3.2 - Working with Printers, Scanners and LCD Projectors

Unit 3.3 - Working with Audio and Video Applications

Unit 3.4 - Material and Energy Conservation Practices



MEP/N0203

Key Learning Outcomes



By the end of this module, the participants will be able to:

1. Describe functions, features and parts of various office equipment
2. List the necessary office supplies required for each equipment
3. Discuss the troubleshooting processes
4. Discuss the importance and steps of maintaining record about equipment usage
5. Elaborate the process of routine maintenance of office equipment
6. Explain the steps of minor trouble shooting of office equipment
7. Describe the ways to deal with cases of major breakdowns
8. Elucidate energy and material conservation practices

Unit 3.1: Types of Office Equipment

Unit Objectives

By the end of this unit, the participants will be able to:

1. Describe the functions, features and parts of various office equipment
2. Illustrate the troubleshooting of office equipment
3. Explain the routine maintenance of office equipment and major breakdown

Resources to be Used

Computer, printer, projector, whiteboard/ flip chart, marker and duster, different office equipment (printer, photocopier, scanner, binder, laminator, A/V equipment etc.), Audio visual equipment (could be computer or mobile), LCD projector.

Note

This session of the program helps to understand the Importance of various office equipment as well as their troubleshooting and maintenance.

Say

Good morning, participants and a warm welcome to this training program called, “Office Assistant”. Today we shall learn an important unit regarding the functions, features and parts of various office equipment as well as their troubleshooting and maintenance.

Ask

Ask the participants the following questions:

- Name few office equipments required in the workplace.
- Why equipment is very important in offices?

Write down the participants’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Describe the functions, features and parts of various office equipment
- Explain the importance of various office equipment

- Illustrate the troubleshooting of office equipment
- Explain the routine maintenance of office equipment and major breakdown

Say

Let us participate in an extempore activity to understand this unit better.

Activity

Extempore – Importance of various types of Office Equipment

1. **Objective of the activity:** To speak on the topic and share the importance of the various types of Office Equipment.
2. **Type of Activity:** Individual activity
3. **Resources to be used:** Participant Handbook, Whiteboard, Notebook, Writing Pad, Pen, Pencil, Marker, etc.
4. **Duration required to conduct the activity:** 40 mins
5. **Steps for the Extempore:**
 - This activity will be based on individual performance.
 - The Trainer identifies the participants for the Extempore on the topic - Importance of the various types of Office Equipment
 - The participant speaks on the given topic according to the duration specified by the trainer
 - The trainer/ class audience make a note of all the points
 - After the trainer announces the end of the activity, the other class audience are also given a change to share their views
 - At the end the trainer summarises the main points of the given topic
6. **Conclusion drawn:** The activity gives confidence to the participants to speak and share their views. The participants also learn to organise their thoughts and bring out meaningful sentences. The activity also assists in understanding the importance of the various types of Office Equipment.

Do

- Share your inputs and insight with the students
- Encourage the non-participating participants to open up and speak

Notes for Facilitation

- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants

Unit 3.2: Working with Printers, Scanners and LCD Projectors

Unit Objectives

By the end of this unit, the participants will be able to:

1. Elaborate the types of printers and its features
2. Discuss the types of scanners and its features
3. Examine the types of LCD projectors and its features

Resources to be Used

Computer, printer, projector, white board/ flip chart, marker and duster, different office equipment (printer, photocopier, scanner, binder, laminator, A/V equipment etc.), Audio visual equipment (could be computer or mobile), LCD projector.

Note

- Please make sure that while introducing the mentioned concept, you share at least one relevant experience of you, as a trainer
- Take an active interest in the aspirations and needs of the participants before initiating

Say

Good morning, participants and welcome back to this training program called, “Office Assistant”.

Ask

Ask the participants the following questions:

- What is printer?
- What is the use of scanner and LCD projectors?

Write down the participants’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Elaborate the types of printers and its features
- Discuss the types of scanners and its features
- Examine the types of LCD projectors and its features

Say

Good morning and welcome back to the program “Office Assistant.” Today, we shall learn about the various types of printers, scanners and LCD projectors as well as their features.

We will play a game where we learn how to research about various types of printers, scanners and LCD projectors as well as their features.

Activity

Short note writing activity

1. **Objective of the activity:** To understand the various types of printers, scanners and LCD projectors along with their features.
2. **Type of Activity:** Individual activity
3. **Resources to be used:** Participant Handbook, Whiteboard, Notebook, Writing Pad, Pen, Pencil, Marker, etc.
4. **Duration required to conduct the activity:** 45 mins
5. **Steps for the Extempore:**
 - This activity will be based on individual performance.
 - Ask the participants to write short note on printers, scanners and LCD projectors
 - On completion, ask the participants to submit their notes
 - On submission, review and discuss the errors made by individual participants (if any)
 - Allocate marks based on individual performance
 - At the end the trainer summarises the main points of the given topic
6. **Conclusion drawn:** The activity assists in understanding the various types of printers, scanners and LCD projectors along with their features.

Do

- Share your inputs and insight with the students
- Encourage the non-participating participants to open up and write

Notes for Facilitation

- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants

Unit 3.3: Working with Audio and Video Applications

Unit Objectives

By the end of this unit, the participants will be able to:

1. Identify the steps to set up audio/ video applications
2. Express the process of troubleshooting for minor breakdowns as per organizational protocols

Resources to be Used

Computer, printer, projector, white board/ flip chart, marker and duster, different office equipment (printer, photocopier, scanner, binder, laminator, A/V equipment etc.), Audio visual equipment (could be computer or mobile), LCD projector.

Note

In this unit we will discuss about the various the set-up process of audio/ video applications and their troubleshooting for minor breakdowns.

Say

Good morning and welcome back to this training program, “Office Assistant”. Today we shall learn an important unit regarding the set-up process of audio/ video applications and their troubleshooting for minor breakdowns

Ask

Ask the participants the following questions:

- Name few audio/ video applications.
- What are the steps to be followed for Minor Breakdowns of audio/ video applications?

Write down the participants’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Explain about the audio/ video applications used in the office
- Identify the steps to set up process of audio/ video applications
- Explain the process of troubleshooting for minor breakdowns as per organizational protocols

Say

In this activity, participants shall have a group discussion session to understand the set up of audio/ video applications and their troubleshooting for minor breakdowns.

Activity

Group Discussion

1. **Objective of the activity:** To understand the set up of audio/ video applications and their troubleshooting for minor breakdowns.
2. **Type of Activity:** Group activity
3. **Resources to be used:** Participant Handbook, Whiteboard, Notebook, Writing Pad, Pen, Pencil, Marker, etc.
4. **Duration required to conduct the activity:** 1 hour
5. **Steps for the Group Discussion:**
 - This activity will be based on group performance.
 - Divide the participants into 2 groups
 - Conduct a group discussion on the set-up process of audio/ video applications and their troubleshooting for minor breakdowns.
 - Ask the participants to note down important points
 - Ask the participants what they have learnt from this exercise
 - Ask if they have any questions related to what they have talked about so far
 - Close the discussion by summarizing the important points
 - On completion, review and discuss the errors made by participants (if any)
 - At the end the trainer summarises the main points of the given topic
6. **Conclusion drawn:** The activity assists in understanding the various the set-up process of audio/ video applications and their troubleshooting for minor breakdowns.

Do

- Share your inputs and insight with the students
- Encourage the non-participating participants to open up and speak

Notes for Facilitation

- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants

Unit 3.4: Material and Energy Conservation Practices

Unit Objectives

By the end of this unit, the participants will be able to:

1. Explain the processes where material utilization can be optimized
2. Illustrate the steps for conserving paper, link and other materials

Resources to be Used

Computer, printer, projector, white board/ flip chart, marker, duster, different office equipment (printer, photocopier, scanner, binder, laminator, A/V equipment etc.), Audio visual equipment (could be computer or mobile), LCD projector

Note

In this unit, we will discuss about the material and energy conservation in a Workplace.

Say

Good morning and welcome back to this training program, “Office Assistant”. Today we shall learn an important unit regarding the material and energy conservation in a Workplace.

Ask

Ask the participants the following questions:

- What is waste management?
- Name few materials which can be recycled in the office.

Write down the participants’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Explain the processes where material utilization can be optimized
- Optimize energy use with pinch analysis
- Describe the process to manage waste
- Illustrate the steps for conserving paper, link and other materials
- Explain the process of recycling materials like paper etc.

Say

In this activity, participants shall have a Role Play session to understand the material and energy conservation in a Workplace.

Activity

Role Play

1. **Objective:** To understand the material and energy conservation in a Workplace
2. **Type of Activity:** Group activity
3. **Resources to be used:** Cordless microphones (if required), Notebook, Pen, Pencil, Eraser, Participant Handbook, Whiteboard, Marker, Overhead projector, White screen, etc.
4. **Duration required to conduct the activity:** 40 mins
5. **Steps required:**
 - Divide the class into four groups.
 - All the groups will enact the roles that you will give them.
 - This role-play session will be based on material and energy conservation in a Workplace
 - Amongst the 4 two groups will showcase the correct energy conservation process
 - The other two groups will showcase the correct processes where material utilization can be optimized
 - You will provide the necessary tools required for the task.
 - The participants who will give the instructions will create a list before the session starts
 - The participants who are giving instruction needs to be loud and clear
 - The participants who are receiving instruction need to listen to all the instructions carefully and act accordingly
 - The group that can complete their task first and accurately will be declared as the winner and appreciated in the class with accolades.
6. **Observation and outcomes:** This activity assists in understand the material and energy conservation in a Workplace

Do

- Share your inputs and insight with the students
- Provide each participant with constructive feedback
- Ensure that each role-play meets the session objectives

Notes for Facilitation

- Ask the participants if they have any questions
- Answer all the questions/doubts raised by the participants in the class
- Encourage other participants to answer queries/questions and boost peer learning in the class

Answers to the Exercise Questions

A. Answer the following questions by choosing the correct option:

1. (a) Laser printers
2. (b) Flatbed scanners
3. (c) Liquid- Crystal on Silicon
4. (a) Light Emitting Diode
5. (d) Central Processing Unit

B. Answer the following questions briefly.

1. The various types of projectors are as follows:

- **Liquid-Crystal Display (LCD) Projectors:** In general, this type of projector is more light-efficient than other models. That means that the image will appear brighter with an LCD projector than a DLP projector with the same lumen rating. They're considered to be a middle ground between a DLP and LCoS projector. LCDs will give you a higher contrast ratio than DLPs, but not quite as vivid in the darker colour ranges as an LCoS. Because they do require a filter that needs to be changed, they also require a little more maintenance.
- **Digital Light Processing (DLP) Projectors:** These projectors present images for viewing through an interior setup of small mirrored tiles. The mirrors tilt at different angles toward or away from a spinning wheel and the light source. You can find them in either a single or three-tile build. While this type of projector is known to produce sharper images overall, the contrast of darker colours like blacks tends to be a bit muddled at times and not as stark as with some other types of projectors. DLP projectors require no filters, and they can reproduce 3D images beautifully.
- **Liquid-Crystal on Silicon (LCoS) Projectors:** Liquid-crystal displays project images through light reflected off of three internal panels. Of the options available, this type of projector has the best contrast ratio, exhibiting deep, true blacks and bright whites. It's best used in an environment with a closer, smaller screen that's no larger than 130 inches wide. Anything larger will result in blurred images during action-intense scenes. These projectors are also not very portable. So, buy one only if you're going to be hosting events on-site rather than at different locations.
- **Light Emitting Diode (LED) Projectors:** LED projectors throw images via a series of LED lights. This is the most energy-efficient of the four types of projectors, and the colors are brighter and more vivid. If you're looking for a lightweight, portable projector with low thermal emissions, this is a good choice. They're also low on maintenance, but emit less brightness in terms of lumen rating than other models. That means they will work best in environments where you have complete control over the amount of ambient lighting.

2. Steps to be followed for minor breakdowns:

- **Error: Unable to Connect. Details: "Invalid connection credentials"**
Within Show details, the error message that was received from the data source is displayed. Verify that you have the correct username and password. Also, verify that those credentials can successfully connect to the data source. Make sure the account that's being used matches the authentication method.

- **Error: Unable to Connect. Details: “Cannot connect to the database”**

You were able to connect to the server but not to the database that was supplied. Verify the name of the database and that the user credential has the proper permission to access that database. Within Show details, the error message that was received from the data source is displayed.

- **Error: Unable to Connect. Details: “Unknown error in data gateway”**

This error might occur for different reasons. Be sure to validate that you can connect to the data source from the machine that hosts the gateway. This situation could be the result of the server not being accessible. Within Show details, you can see an error code of DM_GWPipeline_UnknownError. You can also look in Event Logs > Applications and Services Logs > On-premises data gateway Service for more information.

- **Error: We encountered an error while trying to connect to <server>. Details: “We reached the data gateway, but the gateway can’t access the on-premises data source.”**

You were unable to connect to the specified data source. Be sure to validate the information provided for that data source. Within Show details, you can see an error code of DM_GWPipeline_Gateway DataSourceAccessError. If the underlying error message is similar to the following, this means that the account you’re using for the data source isn’t a server admin for that Analysis Services instance. If the underlying error message is similar to the following, it could mean that the service account for Analysis Services might be missing the token-groups-global-and-universal (TGGAU) directory attribute.

- **Error: You don’t have any gateway installed or configured for the data sources in this dataset.**

Ensure that you’ve added one or more data sources to the gateway, as described in Add a data source. If the gateway doesn’t appear in the admin portal under Manage gateways, clear your browser cache or sign out of the service and then sign back in.

- **Error: There is not enough space for this row.** This error occurs if you have a single row greater than 4 MB in size. Determine what the row is from your data source, and attempt to filter it out or reduce the size for that row.

- **Error: The server name provided doesn’t match the server name on the SQL Server SSL certificate.**

This error can occur when the certificate common name is for the server’s fully qualified domain name (FQDN), but you supplied only the NetBIOS name for the server. This situation causes a mismatch for the certificate. To resolve this issue, make the server name within the gateway data source and the PBIX file use the FQDN of the server.

- **Error: You don’t see the on-premises data gateway present when you configure scheduled refresh.**

A few different scenarios could be responsible for this error:

- The server and database name don’t match what was entered in Power BI Desktop and the data source configured for the gateway. These names must be the same. They aren’t case sensitive.
- Your account isn’t listed in the Users tab of the data source within the gateway configuration. You need to be added to that list by the administrator of the gateway.
- Your Power BI Desktop file has multiple data sources within it, and not all of those data sources are configured with the gateway. You need to have each data source defined with the gateway for the gateway to show up within scheduled refresh.

- **Error: The received uncompressed data on the gateway client has exceeded the limit.**

The exact limitation is 10 GB of uncompressed data per table. If you’re hitting this issue, there are good options to optimize and avoid it. In particular, reduce the use of highly constant, long string values and instead use a normalized key. Or, removing the column if it’s not in use helps.

- **Error: DM_GWPipeline_Gateway_SpoiledOperationMissing**

A few different scenarios could be responsible for this error

- Gateway process may have restarted when the dataset refresh was in progress.
- The gateway machine is cloned where gateway is running. We should not clone gateway machine.

3. The importance of office equipment are as follows:

- Using of machines and equipment reduces labor and time of office employees. For instance, if the employee has to perform complex calculations which normally would require a long time to process, they could instead do so on a computer where it would take mere seconds.
- Operational expenses are lessened because use the equipment scales down the wastage of labor.
- Additionally, it is in the nature of equipment and machines to yield a high-level accuracy in office work.

4. Some of the examples of office equipment are as follows:

- **Printers and Copiers:** Professional printers and copy machines go through a lot of use, and this means parts are constantly moving against each other. It also makes them prime targets for paper jams and other frustrating issues. Part of the regular office equipment maintenance for printers and copiers includes the replacement of parts that are likely to have worn down.
- **Computers:** Most modern businesses rely heavily on their computers to take care of everyday aspects of operation. A good amount of those businesses also relies on their computers for more advanced work. Long story short: if your computer goes down, it can have a huge impact on your business. That is why it's imperative to include your computers in your office equipment maintenance routine.
- **Office Projectors:** A lot of employees take office projectors for granted because they are always there and always working – if they are part of your regular office equipment maintenance routine. With projectors, the first thing that should be done is to get rid of dust and debris; too much can cause your projector to overheat.
- **Paper Shredders:** Another item that requires office equipment maintenance is your paper shredder. Shredders work hard, and the constant movement of the parts puts wear on the unit. Oiling the paper shredder regularly as part of your office equipment maintenance helps to keep your shredder working well.

5. In most cases, all you have to do to set up a scanner is to connect it to your device. Plug the USB cable from your scanner into an available USB port on your device, and turn the scanner on.





Skill India
कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N.S.D.C.
National
Skill Development
Corporation

Transforming the skill landscape



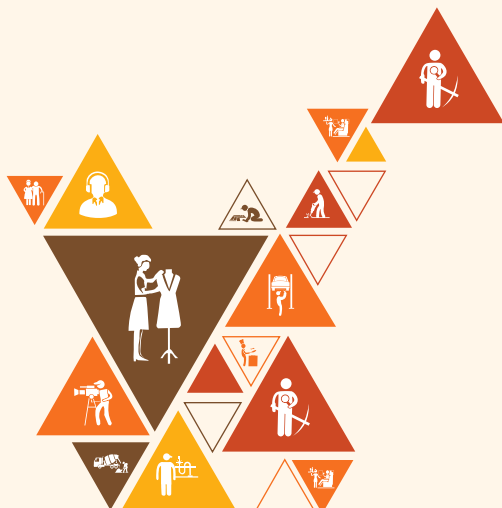
4. Manage Routine Office Activities

Unit 4.1 - Managing Phone Calls

Unit 4.2 - Maintenance Records and Documentation

Unit 4.3 - Organizing Meetings

Unit 4.4 - Gender Sensitization and Inclusivity



MEP/N0204

Key Learning Outcomes



By the end of this module, the participants will be able to:

1. Describe differences in response to phone calls of various stakeholders
2. Discuss steps in dealing with queries of clients and colleagues
3. Discuss the importance of gender-neutral communication and behavior with internal and external stakeholders
4. Explain the steps of searching organization's knowledge-base for solutions
5. Explain the process of storing and maintaining contact details of staff, service providers, suppliers, and other stakeholders
6. Describe filing of correspondences, contracts, and documents given by authorized persons
7. Describe the process of taking stock of inventory and their replenishment.
8. Elaborate the process of tracking the movement of records between departments or outside the organization
9. List the steps of organizing a meeting like table agenda, set-up equipment, and manage refreshments

Unit 4.1: Managing Phone Calls

Unit Objectives

By the end of this unit, the participants will be able to:

1. Understand the idea of receiving and managing phone calls as per organizational protocol
2. Illustrate the listening skills
3. Explain the technique of resolving customer queries and asking for feedback

Resources to be Used

Computer, projector, white board/ flip chart, marker and duster, sample document with queries and its answer, sample documents with gendered language.

Note

After completing this session, participants will have a better appreciation of the idea of receiving and managing phone calls as per basic organizational protocol of a cooperative and improving the listening skills. Also, explain and illustrate the technique of resolving customer queries.

Say

Good morning and welcome back to this training program, “Office Assistant”. Today we shall learn an important unit regarding the process of receiving and managing phone calls as per organizational protocol, improving the listening skills. Also, explain and illustrate the technique of resolving customer queries.

Ask

Ask the participants the following questions:

- How to respond on calls and voice messages?
- What is listening skills?
- What is the importance of customer’s feedback?

Write down the participants’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Understand the idea of receiving and managing phone calls as per organizational protocol
- Process to transfer a phone call

- Illustrate the listening skills and its importance
- Explain the technique of resolving customer queries and asking for feedback
- Importance of Customer Feedback

Say

Let us participate in an activity to explore the unit a little more. We are now going to take part of an interesting session.

Activity

Video Activity

1. **Objective:** To understand the technique of resolving customer queries and asking for feedback.
2. **Type of Activity:** Demonstration
3. **Resources to be used:** Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer
4. **Duration required to conduct the activity:** 30 minutes
5. **Steps involved:**
 - This session will have a video activity.
 - You will play a video.
 - The video will give a brief idea about the technique of resolving customer queries and asking for feedback.
 - The YouTube link for the video is: https://www.youtube.com/watch?v=WphIXqTp_es
 - They can note down pointers from the video that they may find relevant.
 - In case of any queries or confusions, participants will write those down in their notebooks.
 - After the videos end, the participants can ask questions of you.
 - The participants will raise their hands, and you will pick up the participants who will place their questions.
 - The answering session will be in the form of a discussion where either you or any of the participants knowing the answer can give the answers.
6. **Observations and Outcomes:** This activity helps in understanding the technique of resolving customer queries and asking for feedback.

Say

Did you find this activity interesting? I hope you all enjoyed this session today.

Do

- Share your inputs and insight with the students
- Ensure that all students participate in the video activity

Notes for Facilitation

- Ensure all the required material and equipment related to session is in place and in proper working condition before starting the session.

Unit 4.2: Maintenance Records and Documentation

Unit Objectives

By the end of this unit, the participants will be able to:

1. Express the maintaining of list of contract details of various stakeholders
2. Assess the guidelines for storing office correspondence, contracts and documents
3. Understand the steps of maintaining the inventory of the required office documentation
4. Illustrate the 5S system

Resources to be Used

Computer, projector, white board/ flip chart, marker and duster, sample document with queries and its answer, sample documents with gendered language.

Note

- Please make sure that while introducing the mentioned concept, you share at least one relevant experience of you, as a trainer
- Take an active interest in the aspirations and needs of the participants before initiating

Say

Good morning and welcome back to this training program, “Office Assistant”. Today we shall learn an important unit regarding the process of maintaining records and documents.

Ask

Ask the participants the following questions:

- Name few important documents present in the office.
- What is the importance of maintaining records and documents?

Write down the participants’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Express the maintaining of list of contract details of various stakeholders
- Steps for Stakeholder Management
- Assess the guidelines for storing office correspondence, contracts and documents

- Understand the steps of maintaining the inventory of the required office documentation
- Illustrate the 5S system

Say



In this activity, participants shall have a writing session to understand the process of maintaining records and documents.

Activity



Writing Activity

1. **Objective:** To understand the process of maintaining records and documents.
2. **Type of Activity:** Group activity
3. **Resources to be used:** Chair, Table, Notebook, Pen, Pencil, Eraser, Participant Handbook, Whiteboard, Marker, etc.
4. **Duration required to conduct the activity:** 35 mins
5. **Steps required:**
 - In this activity, you will divide the class into 2 groups.
 - The participants will have to provide a broad explanation on the following topics.
 - Importance of Maintaining list of contract details of various stakeholders, guidelines for storing office correspondence, steps of maintaining the inventory of the required office documentation
 - It is important that the participants present their answers rich in information.
 - You will take 15 minutes to evaluate the answers of the participants.
 - The group which can present their answers in the best way within 20 minutes will be awarded appreciation and accolades
6. **Observation and outcomes:** This activity helps to understand the importance of maintaining records and documents.

Do



- Conduct a doubt clarification session, if needed.
- Jot down the crucial points on the whiteboard as the participants speak.

Notes for Facilitation



- Ask the participants if they have any questions.
- Encourage other participants to answer.

Unit 4.3: Organizing Meetings

Unit Objectives

By the end of this unit, the participants will be able to:

1. Understand the guidelines to set up official meetings
2. Explain the setting up of the required equipment for the meeting

Resources to be Used

Computer, projector, white board/ flip chart, marker and duster, sample document with queries and its answer, sample documents with gendered language.

Note

In this unit, we will discuss Guidelines on the set-up process of official meetings.

Say

Good morning and welcome back to this training program, “Office Assistant”. Today we shall learn an important unit regarding the process of setting up the official meetings.

Ask

Ask the participants the following questions:

- What is the purpose of an official meeting?
- What is the process of booking an official meeting?
- Do you run into issues with the audio and video conferencing technology?

Write down the participants’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Understand the guidelines to set up official meetings
- Explain the purpose of dealing with the visitors promptly and courteously
- Detail discussion on business etiquettes
- Explain the setting up of the required equipment for the meeting

Say



Let us participate in a role-play to explore the unit a little more.

Activity



Role Play - on Greeting Visitors and Clients

1. **Objective:** To understand the rights of clients.
2. **Type of Activity:** Group activity
3. **Resources to be used:** Cordless microphones (if required), Notebook, Pen, Pencil, Eraser, Participant Handbook, Whiteboard, Marker, Overhead projector, White screen, etc.
4. **Duration required to conduct the activity:** 40 mins
5. **Steps required:**
 - Divide the class into four groups.
 - All the groups will enact the roles that you will give them.
 - This role-play session will be based on the
 - Amongst the 4 two groups will showcase the correct communication procedures while talking to stake holders
 - The other two groups will showcase the correct communication procedures on Confidentiality of Personal Information
 - You will provide the necessary tools required for the task.
 - The participants who will give the instructions will create a list before the session starts
 - The participants who are giving instruction needs to be loud and clear
 - The participants who are receiving instruction need to listen to all the instructions carefully and act accordingly
 - The group that can complete their task first and accurately will be declared as the winner and appreciated in the class with accolades.
6. **Observation and outcomes:** This activity assists in understand the rights of clients

Do



- Conduct a doubt clarification session, if needed.
- Jot down the crucial points on the whiteboard as the participants speak.

Notes for Facilitation



- Answer all the queries/ doubts raised by the participants in class
- Encourage other participants to answer problems

Unit 4.4: Gender Sensitization and Inclusivity

Unit Objectives

By the end of this unit, the participants will be able to:

1. Illustrate the guidelines for gender neutral behaviour in communication with colleagues
2. Assess the usage of non- gendered statements in communication at the workplace

Resources to be Used

Computer, projector, white board/ flip chart, marker and duster, sample document with queries and its answer, sample documents with gendered language.

Note

After completing this session, participants will learn the guidelines for gender neutral behaviour in communication with colleagues and the usage of non- gendered statements in communication at the workplace.

Say

Good morning and welcome back to this training program, “Office Assistant”.

Ask

Ask the participants the following questions:

- How to communicate with your friends and elders?
- What is gender discrimination?

Write down the participants’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Guidelines for gender neutral behaviour in communication with colleagues
- Principles of gender-sensitive communications
- Assess the usage of non- gendered statements in communication at workplace
- Explain about gender-inclusive language

Say

In this activity, participants shall have a group discussion session to understand the gender-neutral behaviour.

Activity

Group Discussion – Advantages of gender-neutral behaviour

1. **Objective of the activity:** To discuss and identify the importance of gender-neutral behaviour at the workplace.
2. **Type of Activity:** Group activity
3. **Resources to be used:** Cordless microphones (if required), Notebook, Pen, Pencil, Eraser, Participant Handbook, Whiteboard, Marker, Overhead projector, White screen, etc.
4. **Duration required to conduct the activity:** 40 mins
5. **Participants required:** To be decided by the trainer
6. **Steps for the Group Discussion:**
 - The Trainer identifies the participants for the Group Discussion on the topic - of gender-neutral behaviour.
 - The participants share their viewpoints while maintaining dignity.
 - The trainer/ class audience make a note of all the points
 - After the trainer announces the end of the activity, the other class audience are also given a change to share their views
 - At the end the trainer summarises the main points of the Group Discussion
7. **Conclusion drawn:** The activity gives confidence to the participants to speak and share their views. The participants also learn to respect each other while sharing their view points.

Do

- Conduct a doubt clarification session, if needed.
- Jot down the crucial points on the whiteboard as the participants speak.

Notes for Facilitation

- Answer all the queries/ doubts raised by the participants in class
- Encourage other participants to answer problems

Answers to the Exercise Questions

A. Answer the following questions by choosing the correct option:

1. (c) Stakeholder
2. (a) Recordkeeping
3. (c) 5S methodology
4. (a) conference
5. (b) Gender-neutral

B. Answer the following questions briefly.

1. Principles of gender-sensitive communications:

- **Ensure that women and men are represented:** It is important to ensure that quotes from both men and women are included in press releases, stories and other communications. Additionally, presenting female voices in traditionally male roles and vice versa contributes to deconstructing stereotypes and gender norms. Such messages, including visuals and written messages can have a positive impact on people's attitudes over time. When preparing press releases, stories and other materials it is important to plan ahead and clarify how women's and men's voices can be captured.
- **Challenge gender stereotypes:** Our use of language often reinforces gender stereotypes and assumptions about women and men are often formed through such gender stereotypes. It is important to avoid using these, as gender stereotypes limit and trivialize both women and men, presenting inaccurate images. It is important to not represent certain vocations or roles as only appropriate for, or held by, by women and men. For example, doctors are men and nurses are women. It is also critical to not imply, for example, that women and girls are timid in comparison to men and boys, or that females are passive and males are active. Similarly, one should avoid using phrases that stereotype women's or men's behavior or thought processes. For example, gender stereotypes are deployed when describing men as aggressive or violent, and when describing women as emotional, shrill, or passive.
- **Avoid exclusionary forms:** Exclusionary forms of language indicate the use of "he"/"his" when referring to both a female and male, which excludes females. One can use "he" and "she" to be inclusive, or use the plural 'they' to avoid using any gendered pronouns.

When using gendered pronouns, it is important not to confuse your audience by using she in one paragraph and he in the next. In these situations, it is good practice to stick to one pronoun, or use a plural, or eliminate the use of pronouns altogether by rewording the sentence. In addition, when used sparingly, using him or her in a sentence can be a good way to include both sexes.

- **Use equal forms of address:** Addressing women by their marital status is an old practice dating back to the 1700s. Women were often called by their husband's full name, for example: 'Mrs. John Smith.' Nowadays however, this practice is no longer appropriate. While the address 'Mrs.' implies that the woman is married, 'Ms.' emerged in the 1940s as an alternative to 'Mrs.'. Today, the 'Ms.' form is universally accepted and a good practice to adopt.

In the same way, women are often referred to as someone's partner, instead of an individual in their own right. Clearly, this creates an imbalance in who is deemed important in public life. It is good practice to avoid referring to women as somebody's wife, widow or mother unless absolutely necessary.

Overall, however, it is important to be mindful and respectful of how individual women prefer to be addressed. For example, if a woman refers to herself as 'Mrs.', or adopts her husband's name in correspondence, it is important to respect this choice and subsequently refer to her with the name of her choosing.

- **Create a gender balance:** In written and oral communications, it is important to be mindful of the gender implications of generic terms. Generics are nouns and pronouns intended to be used for both women and men. For example, the terms 'fatherland' or 'mankind' describe concepts that encompass men and women but both terms are evidently male-dominated. Male-specific generics tend to call up primarily male images for readers and listeners. It is best to avoid such generics, to create a more gender-inclusive language.

Similarly, word order can often give the assumption that one sex is superior to the other, or that the latter sex is an afterthought. For example, using the phrases men and women, or ladies and gentlemen, may give this impression. Instead, it is better to address groups of people with generic terms. For example, addressing a group as colleagues or members of the delegation avoids using any gender bias.

- **Promote gender equity through titles, labels, and names:** Titles for people and occupations often reflect inequitable assumptions about males and females; gender-sensitive language promotes more inclusive and equitable representations for both females and males. Referring to a woman as a 'career woman' instead of a 'professional', or to a server as a waitress can exacerbate inequality, as women are not perceived as equal to men. Additionally, feminine suffixes such as -ess or -ette can also reinforce the notion that women are subordinate, or doing a different job to men. For example, instead of using actress or stewardess, for women professionals, it is better to use the generic term (actor or flight attendant) to avoid promoting gender inequality.

2. The importance of dealing with visitors promptly and courteously is:

- The visitors will know that they are valued, and the company considers that they are important
- The visitors will know that they are valued, and the company considers that they are important.
- The visitors will know that they are valued, and the company considers that they are important.
- Each employee and his or her behaviour is a reflection of the organisation, and hence a prompt and polite response will leave a good image of the organisation.
- Visitors will recommend your organisation to others and also spread the good word about the organisation

3. To communicate effectively on the phone, follow these tips:

- Answer the phone quickly, within three rings
- Have a pleasant tone when answering phone calls. Avoid sounding hurried, angry, or distracted
- Keep a note pad and pen handy when answering calls
- Do not carry on with a conversation with someone else while you are on the phone
- If there is a pause on the other end of the phone, ask for clarification: "Is there anything else I can help you with?"
- Summarise the entire conversation at the end
- If you have to transfer the call to someone else, explain the reason why you are transferring the call and inform the name of the person with whom you are sharing the call
- Be prepared when you make calls. Have a plan of what you will say

4. Stages of a phone call are as follows:

- Introduction
- Body of the call
- Closure
- Farewell

5.

Making a call	Receiving a call
Be an attentive listener	Answer the call promptly
Be enthusiastic	Greet the caller pleasantly
Take permission before putting the call on hold	Inform the caller before transferring the call
If waiting on line, refresh the hold every 30 seconds	Farewell the caller with “Goodbye” or something similar



Skill India
कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N · S · D · C
National
Skill Development
Corporation

Transforming the skill landscape



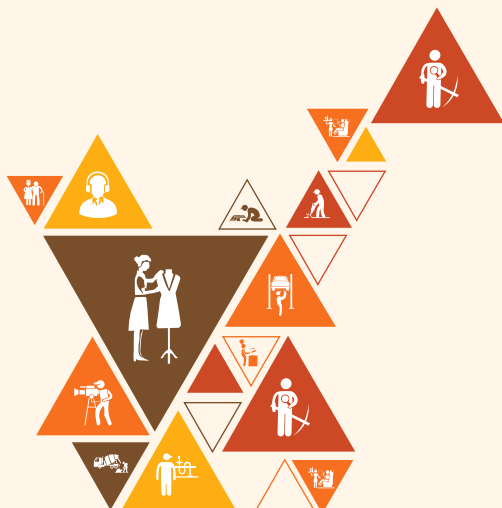
5. Maintain a Health, Safe and Secure Working Environment

Unit 5.1 - Maintain a Healthy and Hygienic Environment

Unit 5.2 - Following Safety Practices at the Workplace

Unit 5.3 - Dealing with Emergency Situations

Unit 5.4 - Using Fire Extinguishers



MEP/N0207

Key Learning Outcomes



By the end of this module, the participants will be able to:

1. Describe workplace hygiene practices and hygiene related concerns
2. List first aid box items and their use
3. Explain the significance of safety signs
4. List situations that may lead to accidents at the workplace and ways to prevent them
5. Describe the steps of emergency procedures during accidents/fire or other hazards situations
6. Describe different types of fire extinguishers

Unit 5.1: Maintain a Healthy and Hygienic Environment

Unit Objectives

By the end of this unit, the participants will be able to:

1. Understand the importance of keeping the work area clean and tidy
2. Explain the steps of maintaining personal hygiene

Resources to be Used

Computer, projector, white board/ flip chart, marker, duster, Personal protective equipment (such as mask and helmet), fire extinguishers (Class A,B,C,D & K fires: extinguishers may contain water, sand, foam, dry powder, CO2, or wet chemical), first aid box (sterile dressings, plasters, disposable sterile gloves, scissors, anti-septic wipes, thermometer), presentation for emergency situation and fire for role play/ demonstration, sample things for workplace like phone, registers, pen, pencil, stapler etc

Note

This season of the program helps to understand the Importance of Health, Safety and Environment Practices. In this unit we will discuss about Healthy Work Practice, Compliance Norms at Workplace.

Say

Good morning and welcome back to this training program, “Office Assistant”.

Ask

Ask the participants the following questions:

- What is the importance of Occupational Health and Safety hazards?
- Can you name a few hazards one might find in a classroom environment?
- What do you understand by personal hygiene?
- What are the ways of handling poor hygiene at work?
- What are the dos and don'ts which should be followed for cleaning storage areas?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Health, safety and environment practices begin with protecting and safeguarding oneself from hazards and risks.
- Importance of keeping the work area clean and tidy
- Reporting process of hygiene related concerns promptly to the relevant authority
- Steps of pest control activities at the workplace
- Waste disposal process
- Steps to maintain personal hygiene

Say

In this activity, participants shall have a Role Play session to understand healthy and safe practices.

Activity

Personal hygiene

1. **Objective of the Activity:** To realize the importance of maintaining personal hygiene
2. **Type of Activity:** Visual Activity
3. **Resources to be used:** Pen, notebook, projector, computer/laptop, participant handbook
4. **Duration required to conduct the activity:** 3 hours
5. **Steps require:**
 - Make a PowerPoint presentation on Personal hygiene
 - Show them to the participants and encourage them to take notes
 - Discuss after the presentation
6. **Conclusion:** The activity helps in realizing the importance of maintaining personal hygiene

Say

Did you enjoy the session? It was to help you learn about personal hygiene.

Do

- Conduct a doubt clarification session, if needed.
- Share your inputs and insight, to encourage the participants and add into what they talk about

Notes for Facilitation

- Ask the participants if they have any question.
- Encourage all participants to answer, and encourage peer learning in the class.

Unit 5.2: Following Safety Practices at the Workplace

Unit Objectives

By the end of this unit, the participants will be able to:

1. Describe the methods of complying with organization's safety and security policies and procedures
2. Illustrate the procedure of identifying and reporting breaches in safety and security policies and procedures
3. Express the completing of safety records legibly and accurately

Resources to be Used

Computer, projector, white board/ flip chart, marker, duster, Personal protective equipment (such as mask and helmet), fire extinguishers (Class A,B,C,D & K fires: extinguishers may contain water, sand, foam, dry powder, CO2, or wet chemical), first aid box (sterile dressings, plasters, disposable sterile gloves, scissors, anti-septic wipes, thermometer), presentation for emergency situation and fire for role play/ demonstration, sample things for workplace like phone, registers, pen, pencil, stapler etc.

Note

This session of the program gives us an idea on occupational health and safety regulations. Also, explain and illustrate the usage of Personal Protective Equipment and other tools & equipment.

Say

Good morning and welcome back to this training program, "Office Assistant".

Ask

Ask the participants the following questions:

- What are the features of occupational health and safety regulations?
- Why should employers provide Health and Safety regulations?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Organization's Safety Procedures
- Personal Protective Equipment, commonly termed as PPE, is specialized clothing or equipment worn

and used by employees for safeguarding themselves against Occupational Health and Safety hazards.

- Personal Protective Equipment
 - Hand Gloves
 - Safety Shoes
 - Safety
 - Masks and Face Shields
 - Apron
 - Ear Muffs
 - Respirators
- Hand Gloves – used for protecting the hands from harmful and corrosive chemicals, extreme temperatures, sharp and contaminated objects.
- Safety Shoes – these are made of highly durable and robust material and protect the feet from injuries due to cuts and bruises.
- Apron – this protects the clothes from dust and other impurities. These are often heat-resistant and anti-abrasive in nature.
- Respirators – the device is constructed in such a way that it protects the individual from inhaling particulate matter
- Tools and equipment, both manual and power-driven, must be used only after referring to the Instruction Manual or Directions of Use.
- If required, such tools and equipment must be used only in the presence of an experienced technician or worker.
- Regular use of such tools is recommended only after adequate training and practice.
- All tools and equipment must be maintained and checked regularly for malfunctioning, by a licensed expert.
- Identifying and reporting breaches in safety and security policies and procedures
- Completing safety records legibly and accurately

Say



Let us now participate a practice-based activity session to understand the concept better.

Activity



Practical activity - PPE

1. **Objective:** To understand the role of PPE relevant to the job role
2. **Type of Activity:** Individual activity
3. **Resources to be used:** Participant Handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, various protective equipment etc.
4. **Duration required to conduct the activity:** 40 mins
5. **Steps required:**
 - This session will be in the form of “Show and Explain “ activity.
 - In this activity, bring a few PPE (relevant to the job role) to the class and demonstrates each of them.

- To make the session interesting, show the PPE and ask the participants to identify it.
- After the session, you will select a few volunteers from the class and makes them wear few PPE.
- The focus of this activity is to select and use appropriate personal protective equipment compatible with the work and compliant with relevant occupational health and safety guidelines.

6. Observation and outcomes: This activity assists in understanding the role of PPE relevant to the job role

Do



- Conduct a doubt clarification session, if needed
- Share your inputs and insight, to encourage the participants and add into what they talk about
- Ensure the safety standards are maintained
- Ensure that the participants are provided with proper PPE
- Ensure that all participants participate in the class
- Encourage the non-participating participants to open up and speak

Notes for Facilitation



- Encourage other participants to answer
- Encourage peer learning in the class

Unit 5.3: Dealing with Emergency Situations

Unit Objectives

By the end of this unit, the participants will be able to:

1. Analyze the providing of appropriate first- aid to victims In different situations
2. Elaborate the following procedure and instructions for dealing with emergency and hazards
3. Demonstrate the preparation of reports related to hazards and accidents

Resources to be Used

Computer, projector, white board/ flip chart, marker, duster, Personal protective equipment (such as mask and helmet), fire extinguishers (Class A,B,C,D & K fires: extinguishers may contain water, sand, foam, dry powder, CO2, or wet chemical), first aid box (sterile dressings, plasters, disposable sterile gloves, scissors, anti-septic wipes, thermometer), presentation for emergency situation and fire for role play/ demonstration, sample things for workplace like phone, registers, pen, pencil, stapler etc.

Note

This session of the program will help the participants to understand the different types of disasters and also evaluate the degree of risk according to the risk matrix. This session of the program gives participants idea on enterprise/site emergency procedures and techniques

Say

Good morning and welcome back to this training program, “Office Assistant”.

Ask

Ask the participants the following questions:

- What are the things to avoid in order leading a healthy life?
- Can you name few disasters and precautions?
- What are some natural disasters that can affect a workplace?
- What is risk assessment matrix?

Write down the participants’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- The process of treating medical emergencies at the workplace
- Different kind of disasters and precautions
- Follow procedures and instructions for dealing with emergency and hazards
- Explain the importance risk analysis framework
- Risks can be assessed from the below parameters:
 - Severity: Negligible, Marginal, Critical and Catastrophic
 - Likelihood: Rare, Unlikely, Possible, Likely and Certain
- Taking Action (Responding):
- Protecting the health and safety of Protecting the health and safety of others
 - Providing First Aid to injured persons on site
 - Summoning emergency medical team and rushing injured persons to the hospital
- Reporting hazardous events:
- Extremely high casualties must be reported to the Occupational Health and Safety Committee (OHSC)
- Triage may be initiated under severe emergency conditions

Say

In this activity, the participants will learn the dos and don'ts in the time of disasters occurred.

Activity

Practical activity

1. **Objective:** To understand the dos and don'ts in the time of disasters occurred
2. **Type of Activity:** Group activity
3. **Resources to be used:** Laptop, notebook, pen, marker, pen, flip chart, sketch pens, calculator etc.
4. **Duration required to conduct the activity:** 40 mins
5. **Steps required:**
 - This will be a group activity
 - Divide the class into groups, depending upon batch strength
 - Ask each group to prepare a checklist mentioning the Do's and Don'ts of various kinds of disasters
 - Discuss the further disasters measures with the class
6. **Observation and outcomes:** This activity assists in understanding the dos and don'ts in the time of disasters occurred

Do

- Share your inputs and insight with the students
- Ensure that all students participate in the practice activity session
- Helps the students to identify the important precautions taken in the time of disasters happened

Notes for Facilitation

- Ask the participants if they have any questions
- Encourage peer learning in the class
- Guide the participants in understanding the Do's and Don'ts while the hazards occurred

Unit 5.4: Using Fire Extinguishers

Unit Objectives

By the end of this unit, the participants will be able to:

1. Illustrate the types of fires and fire extinguisher

Resources to be Used

Computer, projector, white board/ flip chart, marker, duster, Personal protective equipment (such as mask and helmet), fire extinguishers (Class A,B,C,D & K fires: extinguishers may contain water, sand, foam, dry powder, CO2, or wet chemical), first aid box (sterile dressings, plasters, disposable sterile gloves, scissors, anti-septic wipes, thermometer), presentation for emergency situation and fire for role play/ demonstration, sample things for workplace like phone, registers, pen, pencil, stapler etc.

Note

This session of the programme will help the participants develop an overview regarding types of fire hazards and fire extinguishers.

Say

Good morning and welcome back to this training program, “Office Assistant”.

Ask

Ask the participants the following questions:

- What are the Types of Fire Hazards?
- Can anyone compare different kinds of fire extinguishers?
- Can anyone state the correct method of using a fire extinguisher?

Write down the participants' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Types of fire hazards and and fire extinguishers
- Identification of fire extinguisher
- Commonly used fire extinguishers
- Correct use of a fire extinguisher

Say

Let us now participate in an interesting activity for understanding the concept well.

Activity

Chart making

1. **Objective of the Activity:** To perform a chart making session on the various types of fire extinguishers.
2. **Type of Activity:** Chart making activity
3. **Materials required:** Chart paper, pen, pencil, sketch pens, participant handbook, etc.
4. **Duration required to conduct the activity:** 50 mins
5. **Steps required:**
 - Make a chart on the different types of fire extinguishers
 - Provide elaborated details about each of them along with their chemical compositions
 - List down each of their usages
 - Paste or draw pictures of the various fire extinguishers
6. **Conclusion drawn:** The activity helps in identifying the various types of fire extinguishers and their usages.

Do

- Ensure that every participant participates in the chart making Session
- Conduct a doubt clarification session, if needed.
- Share your inputs and insight, to encourage the participants and add into what they talk about

Notes for Facilitation

- Encourage peer learning
- Use video reference from different sources for better explanation

Answers to the Exercise Questions

A. Answer the following questions by choosing the correct option:

1. (b) Class B
2. (a) Pull, Aim, Squeeze, and Sweep
3. (a) Water
4. (a) Cardiopulmonary Resuscitation
5. (c) Medical emergency

B. Answer the following questions briefly.

1. The Do's and Don'ts which should be followed for cleaning storage areas as follows:

Do's

- Store cleaning products in an area that is away from food and not accessible to young children
- Store products in their original containers and keep the original label intact
- Close the cap tight after using the chemicals

Don'ts

- Overfill containers
- Keep the sharp or pointed cleaning equipment within the reach of children

2. The different classes of fire are as follows:

- **Class A:** Fires related to solid materials (wood, paper, cloth, trash, rubber and plastics, charcoal, etc.)
- **Class B:** Fires related to flammable liquids (paint, diesel, gasoline, petroleum oil, and pain)
- **Class C:** Fires related to flammable gases (energised electrical equipment like motors, appliances, transformers, propane, and methane). Electrical equipment such as appliances, wiring, and breaker panels, etc. These categories of fires become Class A, B, and D fires when the electrical equipment that initiated the fire is no longer receiving electricity)
- **Class D:** Fires related to flammable metals (combustible material like aluminum, sodium, potassium, magnesium). These fires burn at extremely high temperatures and require special suppression agents.
- **Class E:** Fires related to electrically energized objects, wiring, and electrical appliances. These fires are caused because of faulty heaters or electrical appliances overheating.
- **Class K:** Fires related to cooking oil and greases like vegetable fat and animal fat.

3. The standard operating procedure for cleaning store areas could be discussed concerning

- Materials
- Procedure

4. Steps for pest control are as follows:

- Identify the location of the pests
- Remove standing water
- Keep all food items should be kept in air-tight containers

- Keep the room clean and clutter free
- Use silicone caulk to seal any cracks and crevices in baseboards, moldings, cupboards, etc.
- Use volatile pesticides
- Consider calling professional pest control services

5. There are 5 types of waste:

- **Liquid Waste:** Liquid waste is commonly found both in households as well as in industries. This waste includes dirty water, organic liquids, wash water, waste detergents, and even rainwater. Another classification of liquid waste can be based on point and non-point source waste. The liquid waste that is obtained from the manufacturing units is classified as point source waste, whereas non-point source waste is obtained from natural sources such as rain. This type of waste should be appropriately exposed by getting in touch with the waste removal experts, such as 4 Waste Removals.
- **Solid Rubbish:** Solid rubbish can include different types of items found in our homes, industries, and commercial units.

Solid rubbish can be further categorized as:

- **Plastic waste** – All the bags, jars, bottles, containers, and other plastic products that we use in our houses and throw form a part of the plastic waste. Though majorly plastic is not biodegradable, but there are many types of plastic items that can be recycled. You should not mix plastic with your regular waste. Instead, you should sort it out and try to place it in our recycling bins.
- **Paper or card waste** – All the newspapers, packaging materials, cardboard, and other products majorly form paper or cardboard waste. You can easily recycle paper either by taking them to your closest recycling depot or by placing it in you recycle bin.
- **Tins and metals** – We can see a lot of products that you may consider as waste made up of tins or metals inside our homes. Since most of the metal items can be recycled. You can think of taking these items to a scrap yard or your closest Brisbane recycling depot. They can be disposed of properly over there.
- **Ceramics and glass** – Items made of glass or ceramic can be recycled easily. They can be disposed of properly by placing them in the special glass recycling bins and bottle banks.
- **Organic Waste:** Another common type of waste present in our households is Organic waste. All food waste, manure, garden waste, and rotten meat are put into organic waste. Over time, microorganisms turn organic waste into manure. However, these wastes need to be disposed of properly and cannot be thrown anywhere and everywhere. It is hazardous to discard organic waste and general waste in landfills, leading to toxic gas production, methane. Instead, it would be best to dispose of it properly by hiring a green skin bag, a garden bag, or getting a green bin for proper waste disposal.
- **Recyclable Rubbish:** The waste items that can be converted into items that can be used again or are recyclable come under this category. These include solid items such as metals, paper, organic waste, and furniture, and all these items can be recycled. You should not throw these items with your regular waste where they become a part of the landfills full of garbage. Instead, make it a habit to place such items in your yellow recycling bin or take them to your local recycling depot.
 - **Hazardous Waste:** All the hazardous or flammable rubbish, corrosive reactive or toxic comes under this category. It is essential to dispose of such items properly because they are harmful to you and the environment.



Skill India
कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP

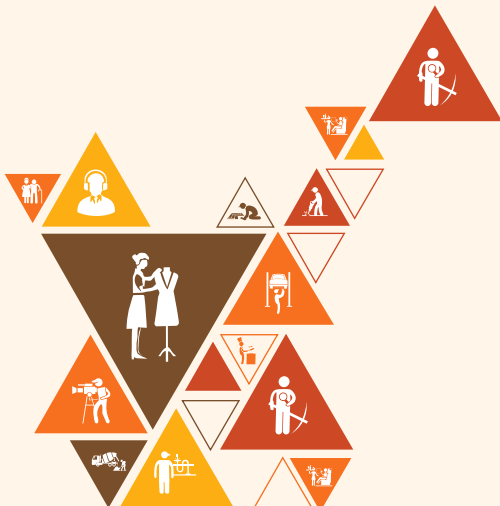


N · S · D · C
National
Skill Development
Corporation

Transforming the skill landscape



6. Employability Skills



DGT/VSQ/N0102

Scan the QR codes or click on the link for the e-books



<https://eskillindia.org/NewEmployability>



Skill India
कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N.S.D.C.
National
Skill Development
Corporation

Transforming the skill landscape

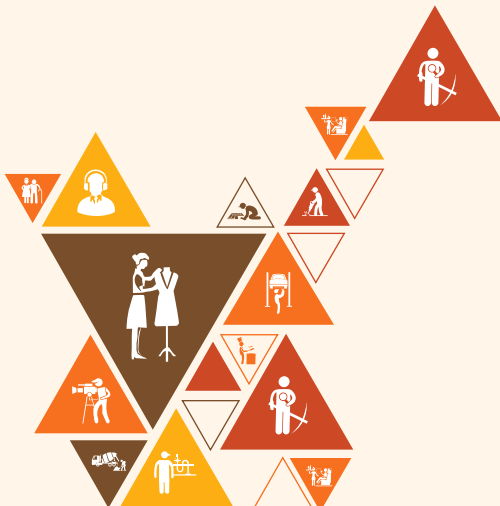


7. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria

Annexure III: List of QR Codes Used in PHB



Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name:	Office Assistant		
Qualification Pack Name & Ref. ID	MEP/Q0202, v 3.0		
Version No.	3.0	Version Update Date	17/11/2022
Pre-requisites to Training (if any)	NA		
Training Outcomes	<p>After completing this program, the participants will be able to:</p> <ol style="list-style-type: none"> 1. Illustrate the use of computer in day-to-day operations 2. Use internet to search for information and communicate through e-mail 3. Demonstrate how to operate various office equipment to complete tasks 4. Employ appropriate ways to manage routine office activities 5. Practice effective communication with all genders and persons with disability 6. Apply material and energy conservation practices 7. Employ best practices relevant to health and safety at the workplace 		

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
1	Introduction	Introduction to Skill India mission and job role of Office Assistant	<ul style="list-style-type: none"> • Explain the role of Skill India Mission • Discuss the scope of the sector and the sub-sector. • Discuss Employment opportunities in various settings and scope of work therein. • List the responsibilities of Office Assistant. • Explain the need of Office Assistant in establishments. • Discuss organizational structure, hierarchy and reporting relationships. 	Bridge Module	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Computer, projector, white board/ flip chart, marker and duster	4 Theory (4:00) Practical (0:00)

2	Application of computers	Parts of a Computer	<ul style="list-style-type: none"> Identify and describe various parts of computers like CPU, keyboard, monitor, etc. 	MEP/N0202 PC1	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Computer, projector, white board/ flip chart, marker and duster, Internet connection Extra Computers that participants can share/use in groups of 3-5	8 Theory (3:00) Practical (5:00)
		Different types of storage devices	<ul style="list-style-type: none"> List different types of storage devices e.g. portable hard disks, flash drives, digital memory card and CDs/DVDs (latest removable devices). 	MEP/N0202 PC2	Classroom lecture/ PowerPoint Presentation/ Question and Answer		8 Theory (3:00) Practical (5:00)
		The Computer Software and Multimedia Applications	<ul style="list-style-type: none"> Explain different functions and features of the various software and multimedia applications. 	MEP/N0202 PC7, KU7, KU8	Classroom lecture/ PowerPoint Presentation/ Question and Answer		4 Theory (2:00) Practical (2:00)
		Microsoft Windows and the Internet	<ul style="list-style-type: none"> Describe the use of Internet to search for information and communication. 	MEP/N0202 KU10	Classroom lecture/ PowerPoint Presentation/ Question and Answer		8 Theory (3:00) Practical (5:00)
		Professional email etiquette and its various elements	<ul style="list-style-type: none"> Elaborate professional email etiquette and its various elements while communicating officially. 	MEP/N0202 PC10, KU12	Classroom lecture/ PowerPoint Presentation/ Question and Answer		8 Theory (3:00) Practical (5:00)
		Cyber security guidelines and dos and don'ts while using computers at work-place	<ul style="list-style-type: none"> Discuss cyber security guidelines to be followed while storing, retrieving or communicating information online. Explain the dos and don'ts while using computers at workplace. 	MEP/N0202 PC13, KU14	Classroom lecture/ PowerPoint Presentation/ Question and Answer		8 Theory (3:00) Practical (5:00)

		Trouble-shooting, Data Security and Electrical Safety	<ul style="list-style-type: none"> Discuss minor problems while using computers. Describe steps to be followed for minor trouble shooting. Discuss the importance of data security and confidentiality. Explain electrical safety precautions to be taken while using computers. 	MEP/N0202 PC8, PC11, PC12, KU15	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Computer, projector, white board/ flip chart, marker and duster, Internet connection Extra Computers that participants can share/use in groups of 3-5	8 Theory (3:00) Practical (5:00)
3	Operate various office equipment	Office equipment and their functions	<ul style="list-style-type: none"> List different office equipment (printer, photocopier, scanner, binder, laminator, telephone, A/V equipment etc.) and their functions. Describe functions, features and parts of various office equipment. 	MEP/N0203 PC1, PC2	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Computer, printer, projector, white board/ flip chart, marker and duster, Audio visual equipment (could be computer or mobile), LCD projector	8 Theory (3:20) Practical (4:80)
		Necessary office supplies	<ul style="list-style-type: none"> List the necessary office supplies required for each equipment. Discuss troubleshooting processes. 	MEP/N0203 PC3	Classroom lecture/ PowerPoint Presentation/ Question and Answer		8 Theory (3:20) Practical (4:80)
		Record maintaining and process of routine maintenance of office equipment	<ul style="list-style-type: none"> Discuss the importance and steps of maintaining record about equipment usage by different persons/ department. Elaborate the process of routine maintenance of office equipment 	MEP/N0203 PC4, PC5	Classroom lecture/ PowerPoint Presentation/ Question and Answer		8 Theory (3:20) Practical (4:80)

		Office equipment Troubleshooting	<ul style="list-style-type: none"> Explain the steps of minor trouble shooting of office equipment. Describe the ways to deal with cases of major breakdowns. 	MEP/N0203 PC7, PC8	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Computer, printer, projector, white board/ flip chart, marker and duster, Audio visual equipment (could be computer or mobile), LCD projector	8 Theory (3:20) Practical (4:80)
		Material and Energy Conservation Practices	<ul style="list-style-type: none"> Elucidate energy and material conservation practices. 	MEP/N0203 PC9	Classroom lecture/ PowerPoint Presentation/ Question and Answer		8 Theory (3:20) Practical (4:80)
4	Manage routine office activities	Managing Phone Calls	<ul style="list-style-type: none"> Describe differences in response to phone calls of various stakeholders. Discuss steps in dealing with queries of clients and colleagues. 	MEP/N0204 PC1, PC3	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Computer, projector, white board/ flip chart, marker and duster, Sample document with queries and its answer, Sample documents with gendered language	8 Theory (3:00) Practical (5:00)
		Gender Sensitization and Inclusivity	<ul style="list-style-type: none"> Discuss the importance of gender-neutral communication and behaviour with internal and external stakeholders. Explain the steps of searching organization's knowledge-base for solutions. 	MEP/N0204 KU16, PC7	Classroom lecture/ PowerPoint Presentation/ Question and Answer		8 Theory (3:00) Practical (5:00)
		Maintenance Records and Documentation	<ul style="list-style-type: none"> Explain the process of storing and maintaining contact details of staff, service providers, suppliers, and other stakeholders 	MEP/N0204 PC8	Classroom lecture/ PowerPoint Presentation/ Question and Answer		8 Theory (3:00) Practical (5:00)
		Documents and record filing	<ul style="list-style-type: none"> Describe filing of correspondences, contracts, and documents given by authorised persons. 	MEP/N0204 PC9	Classroom lecture/ PowerPoint Presentation/ Question and Answer		8 Theory (3:00) Practical (5:00)

5		Stock of inventory	<ul style="list-style-type: none"> Describe the process of taking stock of inventory and their replenishment. 	MEP/N0204 PC10	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Computer, projector, white board/ flip chart, marker and duster,	8 Theory (3:00) Practical (5:00)
		Records / files tracking	<ul style="list-style-type: none"> Elaborate the process of tracking the movement of records/ files between departments or outside the organisation. 	MEP/N0204 PC12	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Sample document with queries and its answer, Sample documents with gendered language	8 Theory (3:00) Practical (5:00)
		Organizing Meetings	<ul style="list-style-type: none"> List the steps of organising a meeting like table agenda, set-up equipment, and manage refreshments, managing PwD. 	MEP/N0204 PC13, PC14, PC15, PC16	Classroom lecture/ PowerPoint Presentation/ Question and Answer		8 Theory (2:00) Practical (6:00)
	Maintain a healthy, safe and secure working environment	Maintain a Healthy and Hygienic Environment	<ul style="list-style-type: none"> Describe workplace hygiene practices and hygiene related concerns. List first aid box items and their use. 	MEP/N0207 PC1, PC2, PC3, PC7	Classroom lecture/ PowerPoint Presentation/ Question and Answer Presentation for emergency situation and fire for role play/ demonstration.	Computer, projector, white board/ flip chart, marker and duster Personal protective equipment (such as mask and helmet)	8 Theory (3:00) Practical (5:00)
		Following Safety Practices at the Workplace	<ul style="list-style-type: none"> Explain the significance of safety signs. List situations that may lead to accidents at the workplace and ways to prevent them. 	MEP/N0207 PC4, PC5, PC6	Classroom lecture/ PowerPoint Presentation/ Question and Answer Presentation for emergency situation and fire for role play/ demonstration.	Fire extinguishers (Class A,B,C,D & K fires: extinguishers may contain water, sand, foam, dry powder, CO2, or wet chemical), first aid box (sterile dressings, plasters,	8 Theory (3:00) Practical (5:00)

		Deal- ing with Emergency Situations	<ul style="list-style-type: none">Describe the steps of emergency procedures during accidents/fire or other hazards situations.	MEP/N0207 PC9	Classroom lecture/ PowerPoint Presentation/ Question and Answer Presentation for emergency situation and fire for role play/ demon- stration.	disposable sterile gloves, scissors, anti-sep- tic wipes, thermom- eter) Sample things for workplace like phone, registers, pen, pencil, stapler etc.	8 Theory (3:00) Practical (5:00)
		Using Fire Extinguish- ers	<ul style="list-style-type: none">Describe different types of fire extinguishers.	MEP/N0207 PC10	Classroom lecture/ PowerPoint Presentation/ Question and Answer Presentation for emergency situation and fire for role play/ demon- stration.		8 Theory (3:00) Practical (5:00)
							Total Duration 184:00
Total							Theory Duration 72:00 Practical Duration 112:00

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF PARTICIPANTS

Assessment Criteria for Office Assistant	
Job Role	Office Assistant
Qualification Pack	MEP/Q0202, V3.0
Sector Skill Council	Management & Entrepreneurship and Professional Skills Council

S. No.	Guidelines for Assessment
1	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2	The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below.)
4	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
5	To pass the Qualification Pack, every trainee should score a minimum of 70% in every NOS.
6	In case of successfully passing only certain number of NOSs, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.
7	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.





Assessable Outcomes	Assessment Criteria for Outcomes	Marks Allocation	
		Theory	Skills Practical
MEP/N0202: Application of computers	PC1. identify various parts of computers like CPU, keyboard, monitor, etc.	2	4
	PC2. identify different types of storage devices e.g. portable hard disks, flash drives, digital memory card and CDs/DVDs (latest removable devices)	2	4
	PC3. plug the computer to power source and start it	2	2
	PC4. install drivers and applications	2	6
	PC5. access computer drives, directories, and folders	2	6
	PC6. use different applications (e.g. Microsoft word, Excel) to maintain records and do calculations	3	6
	PC7. use multimedia settings and applications to upload and download documents, audio and video files	3	6
	PC8. carry out basic troubleshooting	3	4
	PC9. coordinate with IT department/service provider issues not under person's purview	2	4
	PC10. use e-mail to communicate and send documents following organisational access control policy	3	4


	PC11. follow electrical safety precautions while using computers	2	4
	PC12. follow the organisational access control and data security policies	2	10
	PC13. follow cyber security guidelines while storing, retrieving or communicating information online	2	10
	NOS Total	30	70
MEP/N0203: Operate various office equipment	PC1. identify different office equipment (printer, photocopier, scanner, binder, laminator, telephone, A/V equipment etc.) and their function	2	6
	PC2. use features/ applications in different equipment to complete assigned tasks	3	8
	PC3. maintain material/ supplies required for each equipment	2	6
	PC4. record usage of equipment	3	7
	PC5. carryout minor maintenance of office equipment	4	9
	PC6. carry out minor issues like paper jam, toner change and sound quality issues	4	8
	PC7. coordinate with the concerned person for the resolution of equipment issues following organisational protocol	3	7
	PC8. use alternative means for completion of tasks within stipulated time in case of major equipment breakdown, if required	3	7
	PC9. identify processes where material utilization can be optimized	2	4
	PC10. conserve materials like paper and ink by using the available settings in the equipment	2	4
	PC11. ensure computer, printer, scanner and other appliances are switched off when not in use	2	4
	NOS Total	30	70
MEP/N0204: Managing routine office activities	PC1. receive the phone calls of various stakeholders and channelize them to appropriate authority	3	4
	PC2. greet callers/visitors as per organisational protocol	2	3
	PC3. listen carefully to callers/visitors and ask appropriate questions to understand the nature of queries	2	3
	PC4. ask for feedback and clarifications from the clients/customers on their queries	2	4
	PC5. summarise queries of the clients/customers	2	3
	PC6. resolve queries within the area of competence or authority and refer others to competent authority	2	3
	PC7. access the organization's knowledge base for solutions to queries, wherever required	2	3
	PC8. maintain list of contact details of staff, service providers, suppliers, and other stakeholders	3	5
	PC9. maintain filing of correspondence, contracts, and documents given by authorised persons	3	4
	PC10. maintain a catalogue of the files/documentation in the office and take inventory periodically	2	4
	PC11. retrieve and replace documents from the filing system, while maintaining the proper order of the filing system	2	3
	PC12. maintain file movement records to track movement of files/records or documents between departments or outside organisation	2	3






	PC13. prepare the venue, table the agenda as directed by authorised person	3	3
	PC14. coordinate organization of meetings	2	3
	PC15. set-up equipment required for the meeting	2	3
	PC16. organise other arrangements like refreshments required for the meeting	2	3
	PC17. manage post-meeting activities	2	3
	PC18. maintain gender neutral behaviour in communications with colleagues	1	2
	PC19. use non- gendered statements in communication, viz. phone calls, clients	1	1
	NOS Total	40	60
MEP/N0207: Maintain a healthy, safe and secure working environment	PC1. keep the work area clean and tidy	2	3
	PC2. maintain personal hygiene	2	3
	PC3. report hygiene related concerns (e.g. presence of cockroaches, rats or mosquitos) promptly to the relevant authority	3	4
	PC4. comply with organization's safety and security policies and procedures	4	6
	PC5. report any identified breaches in safety, and security policies and procedures to the designated persons	5	7
	PC6. complete safety records legibly and accurately	4	8
	PC7. provide appropriate first-aid to victims in different situations (e.g. heart attack, electric shock, burns, injury from falls)	4	6
	PC8. follow procedures and instructions for dealing with hazards, within the scope of responsibilities and competencies	4	4
	PC9. follow emergency procedures during accidents or emergency situations	4	7
	PC10. use appropriate fire extinguishers on different types of fires	5	7
	PC11. document and report all hazards, accidents and near-miss incidents as per organisational protocol	3	5
	NOS Total	40	60


Annexure III

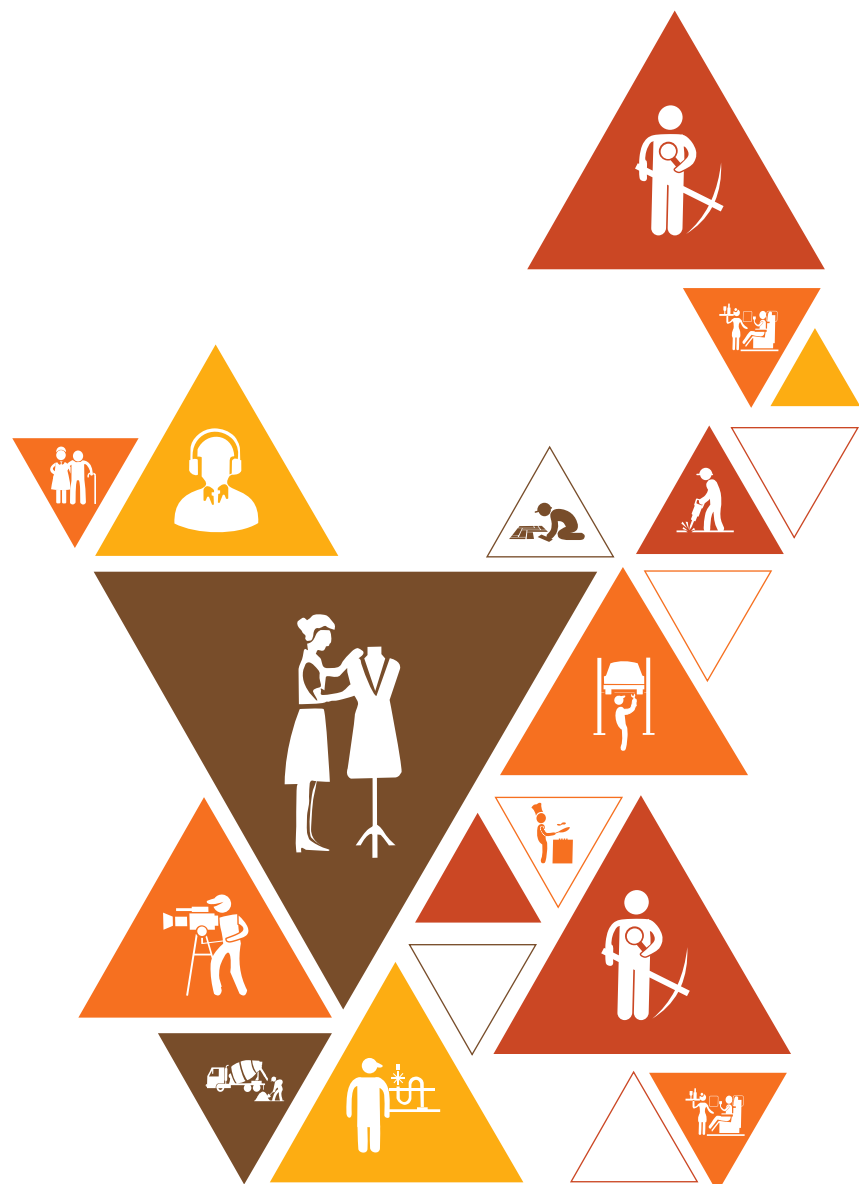
List of QR Codes Used in PHB

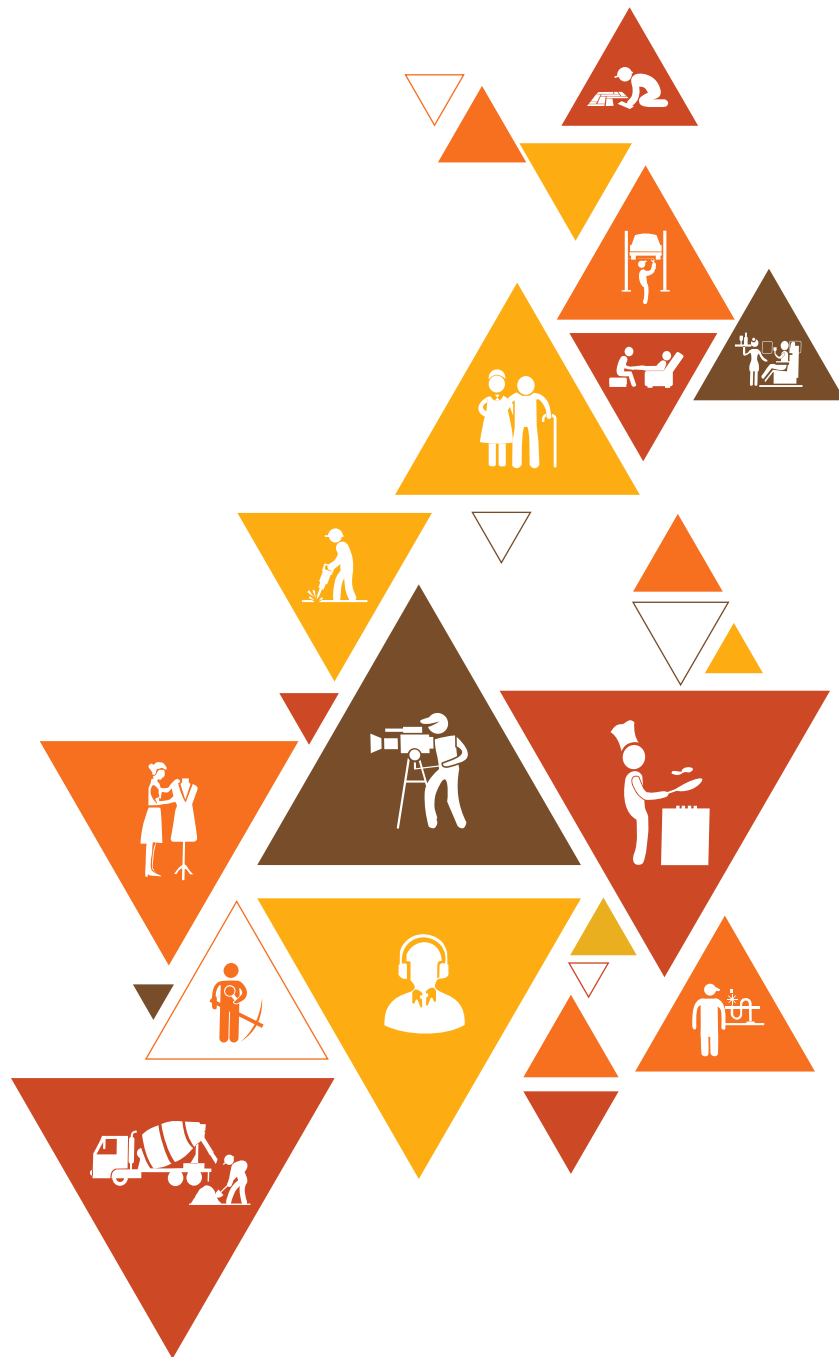
Module No.	Unit No.	Topic Name	Page No. in PHB	URL	QR Code (s)
Module 1. Introduction to Skill India Mission and the Job Role Office Assistant	UNIT 1.1: Introduction to the Job Role	1.1.1 The Roles and Responsibilities of the Office Assistant	13	youtu.be/3lYEpXeLz9g	 Duties & Responsibilities of an Office Assistant
	UNIT 1.3: The Scope of the Sector and the Sub-Sector	1.3.1 The Employment Opportunities in Various Settings and Scope of Work	13	youtu.be/eQrfe85Dqol	 How to become an Office Assistant
Module 2. Application of Computers	UNIT 2.1: Parts of a Computer and Storage Devices	2.1.1 The Computer Software, Hardware and Multimedia Applications	74	youtu.be/OMzwe-3urMo	 Hardware and Software for Multimedia system
	UNIT 2.1: Parts of a Computer and Storage Devices	2.1.2 The Computer Storage Devices	74	youtu.be/JWza-Nz2bKU	 Computer Training on Storage Devices

Module No.	Unit No.	Topic Name	Page No. in PHB	URL	QR Code (s)
	UNIT 2.2: Microsoft Windows and the Internet	2.2.3 Cyber Security, Data Security and Confidentiality	74	youtu.be/inWWhr5tnEA	 What Is Cyber Security
	UNIT 2.3: Microsoft Office	2.3.1 MS Word	74	youtu.be/S-nHYzK-BVg	 Beginner's Guide to Microsoft Word
	UNIT 2.3: Microsoft Office	2.3.2 MS Excel	74	youtu.be/rwbho0CgEAE	 Beginner's Guide to Excel
	UNIT 2.3: Microsoft Office	2.3.3 MS PowerPoint	74	youtu.be/XF34-Wu6qWU	 Beginner's Guide to Microsoft PowerPoint
Module 3. Open Various Office Equipment	UNIT 3.2: Working with Printers, Scanners and LCD Projectors	3.2.1 The Types of printers and Its Features	104	youtu.be/WM1MBA-j1yAU	 Types of Printer

Module No.	Unit No.	Topic Name	Page No. in PHB	URL	QR Code (s)
Module 4. Manage Routine Office Activities	UNIT 4.1: Managing Phone Calls	4.1.2 Listening Skills	132	youtu.be/7gYxrRQffLE	 The Importance of Listening
	UNIT 4.2: Maintenance Records and Documentation	4.2.4 The 5S System	132	youtu.be/n9sxxq34D9HQ	 What is 5S?
	UNIT 4.4: Gender Sensitization and Inclusivity	4.4.1 Guidelines for Gender Neutral Behavior in Communication with Colleagues	132	youtu.be/KXPP4vqv4vQ	 Gender Sensitivity
Module 5. Maintain a Health, Safe and Secure Working Environment	UNIT 5.1: Maintain a Healthy and Hygienic Environment	5.1.2 Maintaining Personal Hygiene	157	youtu.be/UxskKQ9WOTE	 Personal Health Hygiene and Grooming
	UNIT 5.3: Dealing with Emergency Situations	5.3.2 Following Procedures and Instructions for Dealing with Emergency and Hazards	157	youtu.be/tQbuVX4wJU8	 How Cardiopulmonary Resuscitation (CPR) is Carried Out

Module No.	Unit No.	Topic Name	Page No. in PHB	URL	QR Code (s)
	UNIT 5.4: Using Fire Extinguishers	5.4.1 Types of Fires and Fire Extinguishers	157	youtu.be/mCH4zezrZdc	 Different type of Fire Extinguishers & their Uses







Skill India

कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N.S.D.C.
National
Skill Development
Corporation

Transforming the skill landscape



Scan/Click this QR Code to access eBook

MEPSC

Management & Entrepreneurship
and Professional Skills Council

Management & Entrepreneurship and Professional Skills Council (MEPSC)

F - 04, First Floor, Plot No - 212, Okhla Phase III, New Delhi - 110 020, India

e-mail: info@mepsc.in | Website: www.mepsc.in

Phone: 011- 41003504



U93000DL2015NPL288560

Price: ₹